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ABSTRACT

This curriculum guide is designed to help teachers assist secondary students in Alberta (Canada) in meeting the following objectives: develop skills that can be applied in their daily lives, refine career planning skills, develop technology-related skills in fashion production and merchandising, enhance employability skills, and apply and reinforce learning from other subject areas. The curriculum is organized is strands and modules. This guide for the fashion studies strand contains 29 modules that define what a student is expected to know and be able to do. The guide is organized into the following sections: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale, philosophy, and organization; (3) planning for instruction for career and technology and fashion courses; (4) curriculum and assessment standards for introductory fashion competencies; (5) curriculum and assessment standards for intermediate fashion competencies; (6) curriculum and assessment standards for advanced fashion competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guide. (KC)

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CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S–3.1 as amended, and is required for implementation. Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.

Every effort has been made to acknowledge original sources and comply with copyright regulations. Please notify Alberta Education if there are cases where this has not been done.

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

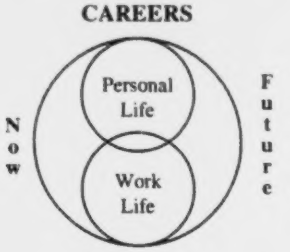
As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

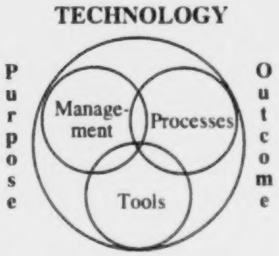


A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
    - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
    - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
    - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
    - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
    - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
    - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

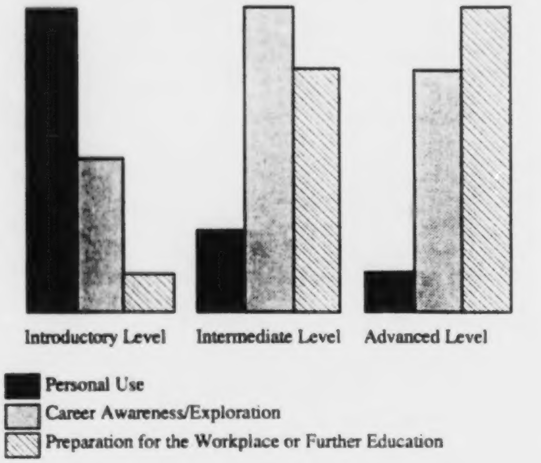
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

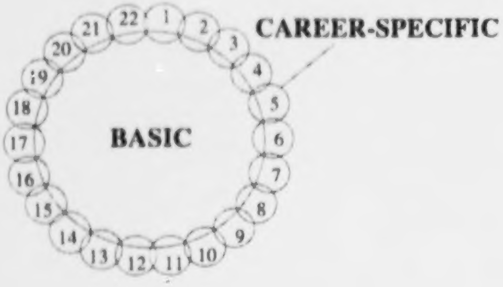
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ———▶———▶	☐ ———▶———▶	☐ ———▶———▶
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ———▶———▶
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ———▶———▶
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ⟶	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ⟶	☐ ⟶	☐ ⟶
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ⟶	☐ ⟶
☐ follows appropriate/emergency response procedures	☐ ⟶	☐ ⟶	☐ ⟶
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

★ Developmental Framework			
• *Simple task*	• *Task with limited variables*	• *Task with multiple variables*	• *Complex task*
• *Structured environment*	• *Less structured environment*	• *Flexible environment*	• *Open environment*
• *Directed learning*	• *Limited direction*	• *Self-directed learning, seeking assistance as required*	• *Self-directed/self-motivated*

FASHION STUDIES

B. STRAND RATIONALE AND PHILOSOPHY

Fashion affects all aspects of our daily lives—in the home, in the workplace and in the environment. According to the *Apparel Industry Development Study*:★

> The apparel industry is the second largest employer of Alberta's consumer products industry, after processed foods. The industry comprises about 150 firms, employs over 3 000 people and generates annual wholesale revenues in the vicinity of $150 million. The retailers employ approximately 4 500 full-time workers and generate annual retail revenues of approximately $750 million.

The fashion garment industry itself is a growing economic link between Canada and other nations. Canadian designers are thriving in the international fashion industry.

Fashion Studies, a strand in Career and Technology Studies, involves the study of clothing and textiles in a variety of contexts. It is concerned with the design, production and merchandising of clothing, textiles and accessories.

The Fashion Studies curriculum provides opportunities for students to increase their knowledge of the fashion industry, and provides them with important daily living skills. The curriculum prepares students for their roles as consumers, enables them to explore and prepare for fashion-related careers, and enhances their personal lives by providing a creative outlet.

Fashion Studies may use student-centred or teacher-directed approaches, combining the development of thinking processes and practical skills in concrete, realistic learning situations. Throughout Fashion Studies, students are encouraged to solve problems, make decisions and develop the flexibility needed to adapt quickly to new situations.

Within the philosophy of Career and Technology Studies, *students* in Fashion Studies *will*:

- develop an understanding of the role fashion plays in society and its impact on the individual and family in daily living, in the workplace and on the environment
- practise and achieve competencies in designing, constructing and/or merchandising fashion projects
- develop a greater awareness of the role of fashion-related businesses and industries in society, and the potential for enterprise and innovation within the broad area of fashion

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★ Alberta Economic Development and Trade, Industry Development Division, 1988.

- assess personal interests, abilities and aptitudes relevant to making realistic and satisfying career choices in the fashion industry and auxiliary areas.

STRAND ORGANIZATION

DEVELOPMENT MODEL

The model below identifies the major dimensions of Fashion Studies:

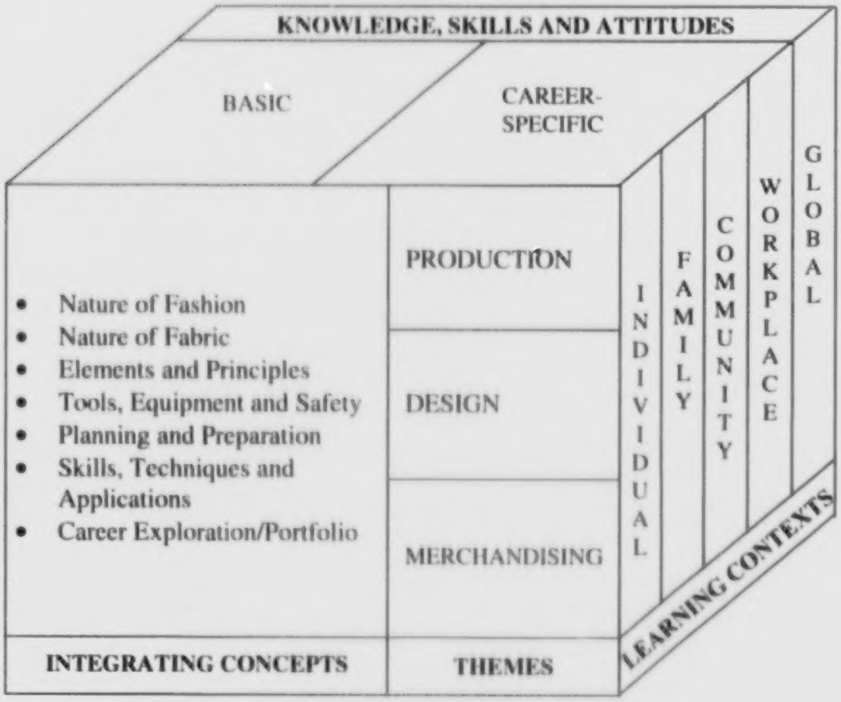
- learner expectations (knowledge, skills and attitudes)
- integrating concepts
- learning contexts
- themes.

Learner Expectations

Learner expectations are described in Sections D, E and F.

Integrating Concepts

Certain concepts important in the Fashion Studies strand are integrated throughout the modules. Emphasis varies, depending on module content and context. These concepts are listed on the front face of the model below.


KNOWLEDGE, SKILLS AND ATTITUDES
BASIC
CAREER-SPECIFIC
Nature of Fashion
Nature of Fabric
Elements and Principles
Tools, Equipment and Safety
Planning and Preparation
Skills, Techniques and Applications
Career Exploration/Portfolio
PRODUCTION
DESIGN
MERCHANDISING
INTEGRATING CONCEPTS
THEMES
INDIVIDUAL
FAMILY
COMMUNITY
WORKPLACE
GLOBAL
LEARNING CONTEXTS

Learning Contexts

The personal learning contexts focus on the development of competencies appropriate to meet individual and family needs.

The career awareness learning context focuses on the development of competencies related to becoming more aware of trends, issues and fashion-related opportunities available in the community and workplace.

The career preparation learning context focuses on the development of competencies required to pursue work and/or further education or training in the fashion industry.

Themes

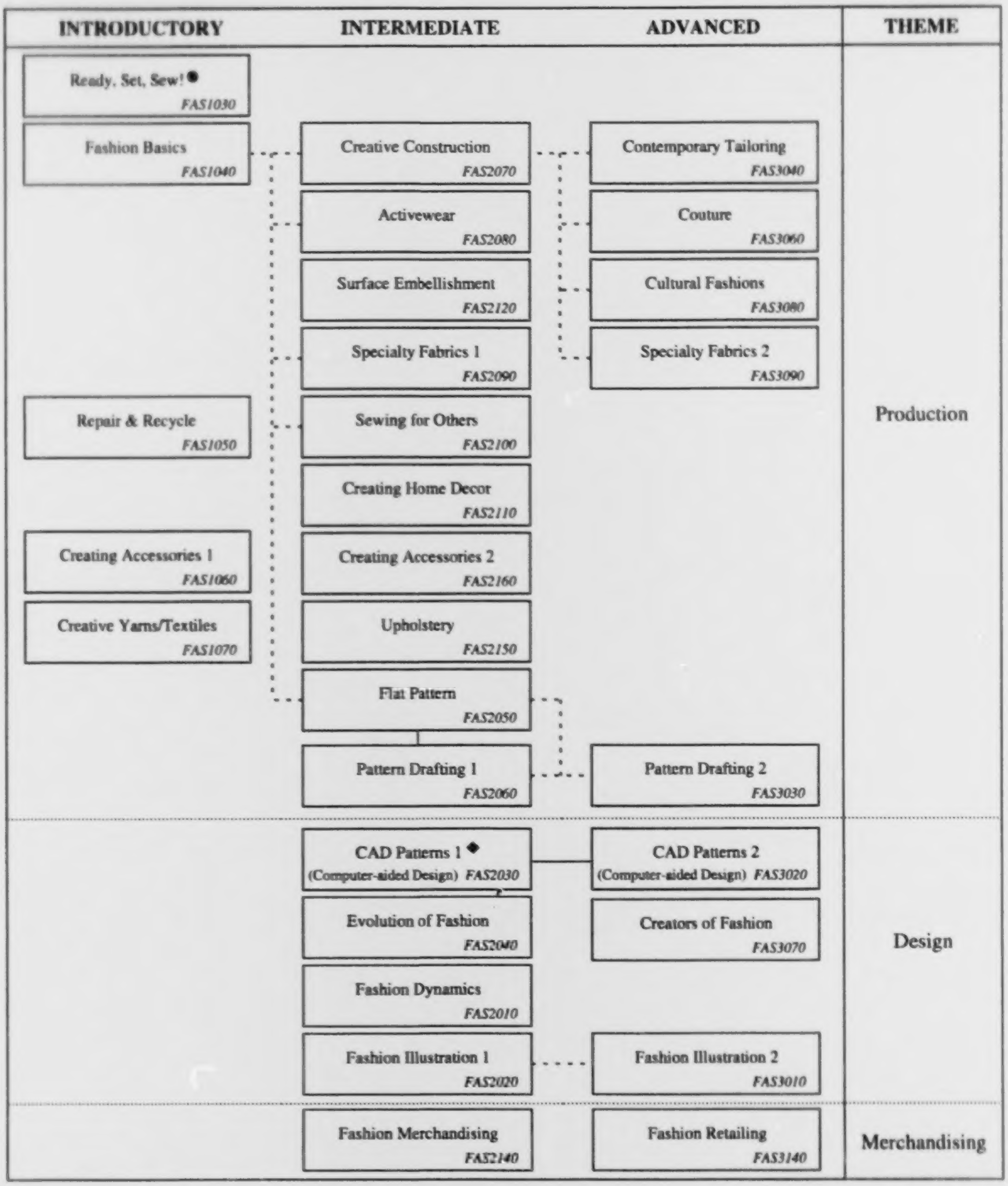
Themes provide the settings in which learner expectations are linked together into meaningful activities.

Themes describe the areas of Fashion Studies to which the learner expectations relate. They are:

- production
- design
- merchandising.

LEVELS

Introductory modules within Fashion Studies encourage exploration and establish a foundation of related knowledge, skills and attitudes. Learning experiences begin at a concrete level and help students to understand the impact of fashion on daily living. Intermediate level modules emphasize career awareness and job exploration, and provide opportunities for students to further develop their knowledge and skills in fashion areas. Advanced level modules emphasize career preparation and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to fashion and auxiliary careers and to further education and training.



INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Ready, Set, Sew! ● FAS1030			Production
Fashion Basics FAS1040	Creative Construction FAS2070	Contemporary Tailoring FAS3040	
	Activewear FAS2080	Couture FAS3060	
	Surface Embellishment FAS2120	Cultural Fashions FAS3080	
	Specialty Fabrics 1 FAS2090	Specialty Fabrics 2 FAS3090	
Repair & Recycle FAS1050	Sewing for Others FAS2100		
	Creating Home Decor FAS2110		
Creating Accessories 1 FAS1060	Creating Accessories 2 FAS2160		
Creative Yarns/Textiles FAS1070	Upholstery FAS2150		
	Flat Pattern FAS2050		
	Pattern Drafting 1 FAS2060	Pattern Drafting 2 FAS3030	
	CAD Patterns 1 ◆ (Computer-aided Design) FAS2030	CAD Patterns 2 (Computer-aided Design) FAS3020	Design
	Evolution of Fashion FAS2040	Creators of Fashion FAS3070	
	Fashion Dynamics FAS2010		
	Fashion Illustration 1 FAS2020	Fashion Illustration 2 FAS3010	
	Fashion Merchandising FAS2140	Fashion Retailing FAS3140	Merchandising

——— Prerequisite . . . . Recommended sequence

● Prerequisite to all modules within the Production Theme, with the possible exceptions of FAS1070, FAS2120, FAS2150, FAS2160.

† Module is also offered in Design Studies.

◆ Refer to specific modules for additional prerequisites.

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MODULE DESCRIPTIONS

Module FAS1030: Ready, Set, Sew!
Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in project assembly.

Module FAS1040: Fashion Basics
Students learn how to determine pattern size, choose a suitable pattern and fabric, make pattern alterations, and prepare the fabric and pattern for layout. Students apply these skills to the assembly of a simple garment.

Module FAS1050: Repair and Recycle
Students learn to restore or recycle garments by repairing, customizing, redesigning or embellishing the garment. Students use these techniques to update a wardrobe or create something new from something old.

Module FAS1060: Creating Accessories 1
Students use basic sewing skills and techniques to construct a home or personal accessory.

Module FAS1070: Creative Yarns/Textiles
Students learn about various yarn or textile arts/crafts, and apply these skills to project construction.

Module FAS2010: Fashion Dynamics
Students learn to recognize and apply the elements and principles of design to wardrobe planning.

Module FAS2020: Fashion Illustration 1
Students discover the world of fashion illustration. They learn to sketch a croquis, incorporating simple gestures, and apply these skills to create fashion illustrations.

Module FAS2030: CAD Patterns 1
Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items.

Module FAS2040: Evolution of Fashion
Students discover the historical influences on fashion, and relate past fashions to present-day styles.

Module FAS2050: Flat Pattern
Students change a basic skirt or pants pattern into a design of choice, using flat pattern designing techniques, and testing the design by sewing in muslin.

Module FAS2060: Pattern Drafting 1
Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module FAS2070: Creative Construction
Students apply techniques and knowledge of patterns and fabrics to complete a project.

Module FAS2080: Activewear
Students learn how to make unique, attractive and serviceable activewear.

Module FAS2090: Specialty Fabrics 1
Students research, experiment with and produce a project, using a specialty fabric.

Module FAS2100: Sewing for Others
Students sew something for someone else. A client may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

Module FAS2110: Creating Home Decor
Students apply design and sewing techniques to create a home decor fashion.

Module FAS2120: Surface Embellishment
Students use the skills from this module to embellish a wardrobe or home decor.

Module FAS2140: Fashion Merchandising
Students learn policies and techniques used by retail operations to sell fashion.

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Module FAS2150: Upholstery
Students innovate and create, or remove and recover, an upholstery item.

Module FAS2160: Creating Accessories 2
Students study accessories related to fashion, and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery and bags.

Module FAS3010: Fashion Illustration 2
Students create a fashion line, by using technical or impressionistic techniques.

Module FAS3020: CAD Patterns 2
Students, with limited direction, use a personal computer and appropriate software to design and draft patterns for fashion items.

Module FAS3030: Pattern Drafting 2
Students use body measurements to draft a basic bodice and sleeve, demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module FAS3040: Contemporary Tailoring
Students create a jacket or coat, using contemporary tailoring techniques.

Module FAS3060: Couture
Students study past couturiers to create their own haute couture fashions.

Module FAS3070: Creators of Fashion
Students discover the world of fashion designers.

Module FAS3080: Cultural Fashions
Students research and learn about the fashions of other cultures.

Module FAS3090: Specialty Fabrics 2
Students learn about the characteristics and techniques for preparing, sewing and caring for an advanced specialty fabric. Subsequently, they create and construct a distinctive project.

Module FAS3140: Fashion Retailing
Students analyze fashion retail terms, operations and trends.

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SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Legal Studies strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters:
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support the CTS strand. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for some modules in Fashion Studies (see Section J of this Guide).

PLANNING FOR FASHION STUDIES

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Fashion Studies strand.

Sensitive Issues

Concepts such as body shape, weight and image must be dealt with in a sensitive manner without judgement as to an ideal body type. The following modules contain topics which can be particularly sensitive to this issue: FAS2010, FAS2140, FAS3140 and any module involving body measurements, as well as linkage modules MAM2020 and MAM2030.

It is important to note that the fashion croquis is an industry convention and is not a true representation of the human figure. The following modules involve the use of a fashion croquis: FAS2020 and FAS3010.

Related Legislation

Instructors of Fashion Studies should be aware that some of the resources listed for this strand are American, and that it is important to supplement the material with the latest Canadian laws and regulations.

Safety

Injury prevention is an important concept integrated throughout the Fashion Studies strand. Instructors should make every effort to provide a safe environment and teach the skills necessary to ensure the safety of the students.

Selecting Modules

The scope and sequence chart in Section B provides an overview of the Fashion Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence in Section B.

Course planning should take into consideration module sequences that link with both physical and human resources present in the school and community.

Teachers should be aware of the linkages of senior high Fashion Studies and other CTS strands.

To increase time necessary to expand or enhance learnings, the student can access project modules from Career Transitions.

Fashion Studies in Junior High

The introductory modules may be offered at junior high. The number of modules will vary according to time available throughout Grade 7, 8 and 9.

Time Available	Modules
25 hours	• Ready, Set, Sew!
50 hours	• Ready, Set, Sew! • Fashion Basics
75–100 hours	add one or more of the following introductory level modules: • Repair and Recycle • Creating Accessories • Creative Yarns/Textiles

Modules may be combined into courses and offered within a school year or over a span of a few years.

Fashion Studies in Senior High

In addition to all intermediate and advanced level modules, introductory modules may be offered to senior high students who do not have the competencies identified, particularly for the following introductory modules:

- Ready, Set, Sew!—since it is a recommended prerequisite or corequisite module.
- Fashion Basics—since it is a prerequisite or corequisite module.

Following are a few examples of possible module groupings into sample courses:

3-credit (no previous experience)	• Ready, Set, Sew! • Fashion Basics • Activewear
3-credit (strong junior high school transition)	• Creative Construction • Activewear • Specialty Fabrics 1
5-credit:	add two modules to the above groupings; e.g.,
Production	• Surface Embellishment • Flat Pattern
Design	• Fashion Dynamics • Fashion Illustration 1
Merchandising	• Fashion Merchandising • Fashion Retailing

Modules could also be grouped into comprehensive courses that emphasize a particular theme.

Most modules may be offered in a commercial context to increase the proficiency level of various fashion preparation techniques; it may be advisable to combine with project modules from the Career Transitions strand.

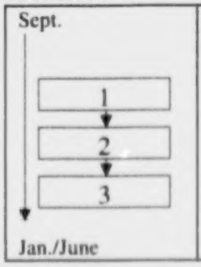
It is suggested that students retain assignments and projects where applicable to develop a portfolio. Employers and faculty administrators are requesting that prospective applicants present a portfolio of their work upon application.

Organizing for Learning

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Modules can be delivered sequentially, concurrently or combined. For example:

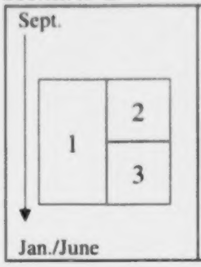
Scenario A



Modules may be taught sequentially, e.g.:

Fashion Basics
↓
Creative Construction
↓
Contemporary Tailoring

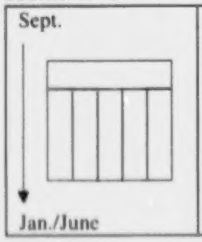
Scenario B



One module, such as Specialty Fabrics 1, may be taught throughout the course (e.g., 20 minutes per class) in conjunction with two other modules.

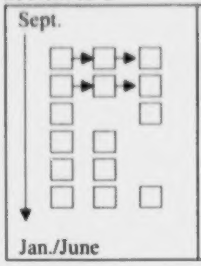
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two modules together (e.g., Ready, Set, Sew! and Fashion Basics), then are able to select modules from a menu of modules.

Scenario D



From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Fashion Studies to provide increased opportunity for students to develop expertise and refine their competencies, or when an extensive project has been undertaken. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

The portfolio development throughout the strand can culminate with a portfolio presentation. The student can earn one credit in Fashion Studies by completing module DES3190 Portfolio Presentation in Section H (Linkages/Transitions).

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Fashion Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module FAS1010: Ready, Set, Sew! D.3
Module FAS1040: Fashion Basics.......... D.7
Module FAS1050: Repair and Recycle D.11
Module FAS1060: Creating Accessories 1 .... D.15
Module FAS1070: Creative Yarns/Textiles D.19

MODULE FAS1030: **READY, SET, SEW!**

Level: Introductory

Theme: Production

Prerequisite: None

Module Description: Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in project assembly.

Module Parameters: Access to sewing-related equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **demonstrate safe use and care of sewing equipment** • **identify woven, nonwoven and knit fabrics** • **identify care symbols**	*Assessment of student achievement should be based on:* • **practical lab experiences** in which the student – names and explains the function of sewing machine parts – safely and proficiently uses the following: • sewing machine • pressing equipment • cutting tools – identifies: • woven, nonwoven, knit fabric • care symbols. *Assessment Tool* *Practical Lab Experiences: Ready, Set, Sew!, FAS1030–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	40

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MODULE FAS1030: READY, SET, SEW! (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate basic sewing, pressing and managing skills while assembling a simple project	• **project** that involves: – selection of a project (with teacher approval) appropriate to student skill level – assembly of project demonstrating management skills – demonstrating competency in a minimum of five sewing techniques at the introductory competency level or higher not previously demonstrated – assessment of the project and process. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–1* *Practical Lab Experiences: Ready, Set, Sew!, FAS1030–1* *Introductory Skills/Techniques: Checklist, FASSKT-1* *Fashion Studies Standards for Introductory Skills/Techniques, FASSTD–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	55
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual article, photograph, slide, video, etc.) – project evaluation – reflection record. *Assessment Tool* *Portfolio Checklist–Introductory, FASPFC–1* *Introductory Skills/Techniques: Checklist, FASSKT–1* *Reflection Record, FASREF* *Career Research—Introductory Level, FASCAR–1* *Standard* *All applicable sections have been completed*	5
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FAS1030: READY, SET, SEW! (continued)

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	*The student should:* • demonstrate safe practises when using the sewing, pressing and cutting tools and equipment • identify and explain the main parts of the sewing machine • demonstrate correct threading and basic sewing techniques • identify correct selection of sewing machine needle • demonstrate correct pressing techniques using pressing aids • explain the difference between pressing and ironing.	
Elements and Principles	• identify and describe basic fabric widths • identify and describe a method of preshrinking fabric • identify and explain methods of straightening fabric ends • describe how to check for grain perfection • describe how to straighten fabric grain • identify and describe information found on pattern envelope and pattern instruction sheet • identify and describe the pattern symbols • describe how to choose the pattern layout according to view, pattern size, fabric width and nap • describe how to transfer pattern markings to fabric.	
Nature of Fabric	• explain the differences between woven, nonwoven and knit • identify care symbols • describe terminology related to fabric construction.	

MODULE FAS1030: READY, SET, SEW! (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • demonstrate an understanding of sewing safety, the sewing machine, pressing, pattern information and fabric basics through application and completion of a simple project.	Refer to Techniques and Skills Chart. Possible projects: • lunch bag, locker organizer, tote bag, simple pillow, hair accessories • sports bag, tool caddy, windsock • easy craft or garment.
Portfolio	• create a portfolio of ongoing work.	

MODULE FAS1040: FASHION BASICS

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn how to determine pattern size, choose a suitable pattern and fabric, make pattern alterations, and prepare the fabric and pattern for layout. Students apply these skills to the assembly of a simple garment.

Module Parameters: Access to sewing-related equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify characteristics and care required for selected natural, synthetic and blended fabrics • identify textile/fabric care information found on a label	• **practical lab experience** in which the student identifies natural, synthetic and blended fabrics and information found on a label. *Assessment Tool* *Practical Lab Experiences: Fashion Basics, FAS1040–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	10
• demonstrate and apply basic sewing and management skills in assembling a sewing project	• **project** in which the student selects and sews a project with teacher approval and demonstrates all of the following skills: – measuring and determining pattern size if applicable – choosing suitable fabric – preparing fabric for layout and cutting – competency in a minimum of five sewing techniques at the introductory competency level or higher not previously demonstrated – labelling regulations. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–1* *Practical Lab Experiences: Fashion Basics, FAS1040–1* *Introductory Skills/Techniques: Checklist, FASSKT–1* *Fashion Studies Standards for Introductory Skills/Techniques, FASSTD–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	85

MODULE FAS1040: FASHION BASICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual article, photograph, slide, video, etc.) – project evaluation – reflection record. *Assessment Tool* *Portfolio Checklist–Introductory, FASPFC–1* *Introductory Skills/Techniques: Checklist, FASSKT–1* *Reflection Record, FASREF* *Career Research–Introductory Level, FASCAR–1* *Standard* *All applicable sections have been completed*	5
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Planning and Preparation	• take basic measurements required for a selected project • calculate pattern size if applicable • alter pattern as required • demonstrate correct use of pattern envelope, instructions and symbols.	

MODULE FAS1040: FASHION BASICS (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fabric	*The student should:* • describe factors that determine suitability of fabric and pattern • identify characteristics of selected natural, synthetic and blend fabrics • identify care requirements for selected natural, synthetic and blend fabrics • identify information found on a label.	Discarded clothing can be used for fabric study.
Skills, Techniques and Applications	• demonstrate the following techniques as related to project selection: – true, straighten and lay out fabric and pattern as instruction sheet suggests – pin and cut accurately – transfer markings – staystitch – sew a balanced stitched seam with even seam allowance • demonstrate competency in a minimum of five sewing techniques at the introductory competency level or high not previously demonstrated.	Refer to Techniques and Skills Chart. Possible projects: • boxer shorts, pull-on pants, sweat shirt, shirt • skirt, pants • stuffed toy • accessories—hat, tote bag • sportsbag • backpack • jacket.
Portfolio	• produce a portfolio of ongoing work.	

MODULE FAS1050: REPAIR & RECYCLE

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn to restore or recycle garments by repairing, customizing, redesigning or embellishing the garment. Students use these techniques to update a wardrobe or create something new from something old.

Module Parameters: Access to sewing-related equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe garments in terms of fibre/fabric characteristics, quality, cost and maintenance criteria**	• **report** consisting of: – research of a minimum of five garments of varying qualities: • fibre content • fabric construction • garment construction • cost • maintenance • overall appearance. *Assessment Tool* *Research Report: Repair and Recycle, FAS1050–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	15
• **demonstrate basic repair procedures**	• **practical experience** in which the student demonstrates competency in a minimum of five repair techniques at the introductory competency level not previously demonstrated. *Assessment Tool* *Practical Lab Experiences: Repair and Recycle, 1050–1* *Introductory Skills/Techniques: Checklist, FASSKT–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	25

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MODULE FAS1050: REPAIR AND RECYCLE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate recycling of a textile item	• **project** in which the student applies the principles of recycling. The project will consist of: – a description – steps involved – resources necessary – completed product. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	55
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual article, photograph, slide, video, etc.) – project evaluation – reflection record. *Assessment Tool* *Portfolio Checklist–Introductory, FASPFC–1* *Introductory Skills/Techniques: Checklist, FASSKT–1* *Reflection Record, FASREF* *Career Research–Introductory Level, FASCAR–1* *Standard* *All applicable sections have been completed*	5
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fabric	*The student should:* • evaluate five garments based on fibre content, fabric construction, garment construction, cost, maintenance and overall appearance.	
Planning and Preparation	• describe the financial saving, personal satisfaction and possible extended garment life of the five garments evaluated • identify basic tools required for repair • identify basic repair terms and techniques.	
Skills, Techniques and Applications	• demonstrate at least five repairs based on the fabric, time available, equipment and garment use	Refer to Techniques and Skills Chart.
	• demonstrate creative ways to recycle	Piecing; use of special fabric for repair – leather, appliqué, lace, sequins, studs, buttons, bows; techniques for attaching appliqué; use of decorative embroidery, trim, paints.
	• demonstrate alteration and/or design procedures in repairing and recycling a chosen project.	Possible projects: • redesign garment – change collar or neckline, add, replace or remove details; restyle – sweater to vest or cardigan, pants to skirt; create a new garment – shirt and skirt from a dress, vest from full skirt; change fabric use – remove detail and reuse the fabric for another project • bring a denim jacket to life by adding appliqués of leather to cover weak fabric areas, embroidery, fringing, studs and new buttons • insert pieced strips of fabric inside seams and new pockets to shorts or pants • convert neckties or blankets into vests, skirts or simple jackets • reline a jacket.

MODULE FAS1050: REPAIR AND RECYCLE (continued)

Concept	Specific Learner Expectations	Notes
Portfolio	*The student should:* • produce a portfolio of ongoing work.	

MODULE FAS1060: CREATING ACCESSORIES 1

Level: Introductory

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students use basic sewing skills and techniques to construct a home or personal accessory.

Module Parameters: Access to sewing-related equipment and tools.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate knowledge and skills related to home or personal accessories • apply time, energy and resource management skills in construction of a project	*Assessment of student achievement should be based on:* • **practical lab experience** in which the student selects and makes a personal or home accessory with teacher approval and demonstrates all of the following skills: – drawing a diagram with required measurements – determining the required fabric and notions – choosing a suitable fabric – preparing fabric for layout and cutting – demonstrating competency in a minimum of five techniques at the introductory level techniques not previously demonstrated (refer to Techniques and Skills Chart). *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–1* *Practical Lab Experiences: Creating Accessories, FAS1060–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	95

MODULE FAS1060: CREATING ACCESSORIES 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **select and present a project from this module** • **describe the personal or career relevance of the competencies developed within this module**	• **portfolio**—including: – project representation (actual article, photograph, slide, video, etc.) – project evaluation – reflection record. *Assessment Tool* *Portfolio Checklist–Introductory, FASPFC–1* *Introductory Skills/Techniques: Checklist, FASSKT–1* *Reflection Record, FASREF* *Career Research–Introductory Level, FASCAR–1* *Standard* *All applicable sections have been completed*	5
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Planning and Preparation	• select a commercial pattern, OR sketch, design and draft a pattern • construct chosen project.	

MODULE FAS1060: CREATING ACCESSORIES 1 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Skills, Techniques and Applications	• demonstrate competency in a minimum of five techniques at the introductory level techniques not previously demonstrated.	Refer to Techniques and Skills Chart. Possible projects: • Home: placemats, napkins, pillow, curtains, pillow with ruffles, zipper, appliqué, seat cushion, kitchen accessories such as oven mitts, appliance covers, nursery items such as laundry bag, baby comforter, supply caddy • Personal: neck ties, pencil case, tote bag with pockets and zippers, hat, stick sack, hockey bag, fanny pack, ski bag, wallet, tool caddy, gun case, ratchet cover, bike pack, wrist pack.
Portfolio	• produce a portfolio of ongoing work.	

MODULE FAS1070: CREATIVE YARNS/TEXTILES

Level: Introductory

Theme: Production

Prerequisite: None

Module Description: Students learn about various yarn or textile arts/crafts, and apply these skills to project construction.

Module Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• investigate several yarn or textile arts/crafts	• **research** a minimum of five yarn or textiles arts/crafts: – supplies – planning – skill complexity – creativity – time. *Assessment Tool* *Practical Lab Experiences: Creative Yarns/Textiles, FAS1070–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	20
• demonstrate and apply basic skills and knowledge of yarn or textile arts/crafts	• **project** in which the student demonstrates skills in one or more yarn or textile arts/crafts. *Assessment Tool* *Fashion Project: Creative Yarns/Textiles, FAS1070–2* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	75

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MODULE FAS1070: CREATIVE YARNS/TEXTILES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual article, photograph, slide, video, etc.) – project evaluation – reflection record. *Assessment Tool* *Portfolio Checklist–Introductory, FASPFC–1* *Introductory Skills/Techniques: Checklist, FASSKT–1* *Reflection Record, FASREF* *Career Research–Introductory Level, FASCAR–1* *Standard* *All applicable sections have been completed*	5
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fabric	• identify a minimum of five yarn or textile arts/crafts.	Suggestions include knitting – hand, machine; crochet; embroidery – crewel, cross stitch, needlepoint, monogramming, smocking, huck, appliqué embroidery, sewing machine embroidery, cutwork; rug crafts – hand hooking, punch needle, cross stitch on burlap, needlepoint, braided, crochet, tufted; weaving – loom, off loom; knotting – macramé, tatting; moose tufting; porcupine quill arts; beading, dream catcher.

Concept	Specific Learner Expectations	Notes
	The student should:	
Planning and Preparation	• research one or more specific yarn or textile arts/crafts.	Refer to Techniques and Skills Charts. Learn the skills and technique; choose an existing pattern or create own pattern; determine required supplies. Project choice depends on student age and level of maturity and on resources available.
Skills, Techniques and Applications	• complete the selected project • evaluate the completed project's technique, design and overall appearance.	Possible projects – hot mat, pot holder, mitts, dream catcher, headband, string art (or several mini projects such as cross stitch, Christmas tree ornament, showing various yarn or textile skills.
Portfolio	• produce a portfolio of ongoing work.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Fashion Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module FAS2010: Fashion Dynamics E.3
Module FAS2020: Fashion Illustration 1 .... E.7
Module FAS2030: CAD Patterns 1 .... E.11
Module FAS2040: Evolution of Fashion E.15
Module FAS2050: Flat Pattern E.19
Module FAS2060: Pattern Drafting 1 .... E.23
Module FAS2070: Creative Construction E.27
Module FAS2080: Activewear E.31
Module FAS2090: Specialty Fabrics 1 .... E.35
Module FAS2100: Sewing for Others E.39
Module FAS2110: Creating Home Decor E.43
Module FAS2120: Surface Embellishment E.47
Module FAS2140: Fashion Merchandising E.49
Module FAS2150: Upholstery E.53
Module FAS2160: Creating Accessories 2 .... E.57

MODULE FAS2010: FASHION DYNAMICS

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students learn to recognize and apply the elements and principles of design to wardrobe planning.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: FAS1030 Ready, Set, Sew!
FAS1050 Repair and Recycle

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe the reasons for wearing clothing** • **identify fashion terms** • **describe the elements and principles of design and apply these to wardrobe planning**	• **research** in which the student: – defines and illustrates the elements and principles of design – completes a personal inventory – applies the elements and principles of design in planning a wardrobe – analyzes personal expression through a wardrobe plan. *Assessment Tool* *Research Report: Fashion Dynamics, FAS2010–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	90
• **select and present a project from this module** • **describe the personal or career relevance of the competencies developed within this module**	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: - demonstrate basic competencies.	*Assessment of student achievement should be based on:* - **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fashion	*The student should:* - explain reasons for wearing clothing - define terms related to fashion.	Physiological, social, psychological. Fads, fashions, personal expressions, trends, classics.
Elements and Principles	- define and illustrate the elements of design - define and illustrate the principles of design - apply the elements and principles of design to personal presentation - describe the problems portrayed by the media related to the "ideal figure type" - describe implications of first impression.	Line, colour, texture. Balance, proportion, rhythm, emphasis, harmony.
Skills, Techniques and Applications	- describe the characteristics of a well-planned wardrobe - complete a personal clothing inventory - apply the elements and principles of design and personal lifestyle in determining a well-planned wardrobe.	Possible activities: • experiment with colour and texture • build a dress form to experiment with optical illusions. Research choices for acquiring additional wardrobe needs; e.g.: sewing, discount stores, consignment outlets, sample rooms, home shopping, department stores, boutiques.

MODULE FAS2010: FASHION DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
Portfolio/Career Exploration	*The student should:* • produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2020: FASHION ILLUSTRATION 1

Level: Intermediate

Theme: Design

Prerequisite: None

Module Description: Students discover the world of fashion illustration. They learn to sketch a croquis, incorporating simple gestures, and apply these skills to create fashion illustrations.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• sketch a technical croquis	• **sketch** of a female and/or male technical figure using the specific proportions of the fashion figure and grid to map out placement. *Assessment Tool* *Technical Croquis–Checklist, FAS2020–1* *Standard* *A minimum of 20 criteria met*	10
• sketch rounded figures incorporating simple gestures	• **sketch** of two female and/or male rounded figures incorporating simple gestures using arm and leg variations. *Assessment Tool* *Rounded Croquis–Checklist, FAS2020–2* *Standard* *A minimum of 20 criteria met*	30

MODULE FAS2020: FASHION ILLUSTRATION 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify garment styles and design detail • demonstrate rendering techniques • demonstrate sketching techniques to create fashion illustrations	• **collection** of three styles for five of the following: • dresses • necklines • skirts • collars • pants • sleeves • jackets • pockets • **sketch** of one fashion illustration, using a rounded figure, accompanied by a thumbnail sketch of the rendered fabric. *Assessment Tool* *Research: Fashion Illustration 1, FAS2020–3* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	50
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–1* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FAS2020: FASHION ILLUSTRATION 1 (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	*The student should:* • identify basic garment styles and details.	Dresses, skirts, pants, jackets. Necklines, collars, sleeves, pockets.
Skills, Techniques and Applications	• sketch the human figure to fashion proportions by developing a technical croquis • sketch the rounded figure incorporating simple gesture using arm and leg variations • demonstrate various rendering techniques to show pattern and texture of various fabrics • create fashion illustrations that incorporate garment styles and a thumbnail sketch to represent the fabric.	Female and/or male figures can be sketched. Stripes, checks, plaid, prints. Quilting, corduroy, lace. A rounded figure template can be provided.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2030: CAD PATTERNS 1 (COMPUTER-AIDED DESIGN)

Level: Intermediate

Theme: Design

Prerequisite: DES1050 CAD Fundamentals (Computer-aided Design) [Design Studies Strand]

Module Description: Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items.

Module Parameters: Access to computer and appropriate software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• design an A-line skirt, shorts or pants, using a computer	• **practical lab experience** in which the student uses the computer to design an A-line skirt, shorts or pants with the following pattern details: grainline, centre front/centre back, notches/dots, seam and hem lines, darts and optional details, such as pockets, yokes, facing and waistband. *Assessment Tool* *Framework for Assessing CAD Patterns 1, FAS2030–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	45
• demonstrate basic flat pattern skills and knowledge by making skirt, shorts or pants design alterations on a computer	• **project** in which the student demonstrates skills required to produce a computer-designed skirt, shorts or pants pattern that incorporates design details, required pattern information and layout. *Assessment Tool* *Framework for Assessing CAD Patterns 1, FAS2030–1* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	45

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MODULE FAS2030: CAD PATTERNS 1 (COMPUTER-AIDED DESIGN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project presentation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FAS2030: CAD PATTERNS 1 (COMPUTER-AIDED DESIGN) (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • use the computer to: – insert blocks and pattern symbols – explode blocks – measure distances – create layers – generate images using recalled and supplemental CAD tools • use the computer to: – identify, select and use appropriate CAD tools in the context of design problems – create the completed skirt, short or pant pattern – organize pattern pieces into a layout – estimate fabric requirements.	Blocks and basic patterns for skirts, shorts or pants may be from a purchased library of slopers and symbols of ones previously created. Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned. Possible projects: • personalized skirts, shorts or pants from measurements or through use of computerized slopers.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2040: EVOLUTION OF FASHION

Level:	Intermediate
Theme:	Design
Prerequisite:	None
Module Description:	Students discover the historical influences on fashion, and relate past fashions to present-day styles.
Module Parameters:	Access to sewing-related equipment.
Supporting Modules:	This module could be completed with a sewing project chosen from such modules as FAS2070 Creative Construction, FAS2090 Specialty Fabrics 1 or FAS2100 Sewing for Others. The project could be a historic costume or the "stage set" for a drama production.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe fashion in a historical period, and provide an analysis of how it relates to present-day styles	• **report** specific to one period in time: – influences (economic, political, geographic, religious, cultural, technical) – description of fashion in this period – illustrations – analysis of how this period has influenced present-day styles. *Assessment Tool* *Research: Evolution of Fashion, FAS2040–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	30
• describe factors influencing fashion unique to specific time periods • demonstrate and apply a fashion detail from the past in assembling a sewing project	• **project** in which the student incorporates fashion details from the past to create a historical fashion. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	60

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
- **select and present a project from this module** - **describe the personal or career relevance of the competencies developed within this module**	- **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
- **demonstrate basic competencies.**	- **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fashion	- define fashion and fashion cycle	
	- analyze factors that shape fashion	Economy, finances, politics, technology, lifestyle, role models.
	- identify basic clothing shapes throughout fashion history	Consult: - Alberta Museums Association - Provincial Museum of Alberta - U of A Historic Fashion Collection

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fashion (continued)	• analyze fashions representative of various historical periods and their influences on present-day fashions.	Consider the interrelationships of cultural, political, religious, economic and technological influences. Students may work individually or in groups, each selecting a historical period. Possibilities include: • prehistory • Egypt • Ancient Greece • Byzantine • Early Renaissance • Late Renaissance • Baroque • French Empire • Victorian • Edwardian • a 20th-century decade.
Skills, Techniques and Applications	• select a historical style to incorporate into a project.	Students may sew the selected style, using a Project module from the Career Transitions strand. Students might work with the Drama Department on a class or school production.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2050: **FLAT PATTERN**

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students change a basic skirt or pants pattern into a design of choice, using flat pattern designing techniques, and testing the design by sewing in muslin.

Module Parameters: Access to sewing-related equipment.

Supporting Modules: FAS1040 Fashion Basics
This module could be completed with a sewing project chosen from such modules as FAS2070 Creative Construction, FAS2090 Specialty Fabrics 1 or FAS2100 Sewing for Others.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify methods of designing patterns—flat pattern, drafting and draping** • **identify terms, tools and equipment related to flat pattern designing**	• **concept rest** consisting of questions on terms, methods of designing, tools and equipment. *Assessment Tool* *Flat Pattern: Sample Test, FAS2050–1* *Standard* *50% of the questions answered correctly*	10
• **demonstrate design techniques for a skirt or pants using full-, half- or quarter-scale patterns**	• **practical lab experience** in which the student applies flat pattern techniques to design a quarter-, half- or full-scale pant or skirt pattern from an illustration (note: quarter-scale is manageable) *Assessment Tool* *Framework for Assessing a Pattern Design, FASAPD–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	25

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MODULE FAS2050: FLAT PATTERN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **demonstrate flat pattern design techniques to a full-size skirt or pants, culminating with the fitting and sewing of a muslin**	• **project** in which the student creates a full-scale pattern and completes the project in muslin using the pattern. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	55
• **select and present a project from this module** • **describe the personal or career relevance of the competencies developed within this module**	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Elements and Principles	• define the design terms: flat pattern, drafting and draping • become acquainted with terms related to flat pattern designing.	

MODULE FAS2050: FLAT PATTERN (continued)

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	*The student should:* • identify basic tools and equipment.	French curve, T-square, pattern paper, right angle, straight edge, tracing wheel.
Planning and Preparation	• take required measurements accurately.	
Skills, Techniques and Applications	• demonstrate at least eight techniques in quarter-scale skirt and/or pant patterns • apply pattern changing skills to a commercial pattern or a sloper • calculate amount of fabric required for selected pattern • produce a detailed instruction sheet • construct the pattern working in desired design features • label pattern • complete the project in muslin.	Eliminate darts and/or change darts to tucks or gathers, adding fly fronts, pockets, cuffs, A-line, circular, gathered, gored, pleated, tiered, button skirts, width variations. Students may sew the designed pattern in a fashion fabric of choice, using a Project module from the Career Transitions strand. A personalized dress form may be used to check pattern design and muslin fit.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2060: PATTERN DRAFTING 1

Level: Intermediate

Theme: Production

Prerequisite: FAS2050 Flat Pattern

Module Description: Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module Parameters: Access to sewing-related equipment.

Supporting Modules: This module could be completed with another module such as FAS2070 Creative Construction, FAS2090 Specialty Fabrics 1 or FAS2100 Sewing with Others.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate drafting techniques for a skirt and/or pants using full-, half- or quarter-scale patterns	• **practical lab experience** in which the student, given a specific set of measurements, drafts a quarter-, half- or full-scale skirt and/or pant pattern. *Assessment Tool* *Framework for Assessing a Pattern Design, FASAPD–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	25
• demonstrate drafting techniques required to create a skirt and/or pants design in muslin	• **project** in which the student drafts a full-scale pattern for a skirt and/or pants and completes a muslin. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	65

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MODULE FAS2060: PATTERN DRAFTING 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **select and present a project from this module** • **describe the personal or career relevance of the competencies developed within this module**	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Planning and Preparation	• identify the general rules necessary to draft a skirt or pant pattern	Identify the dart, length and shape.
	• demonstrate competency in taking the required measurements for skirt and/or pants	
	• add required ease to measurements for full-scale pattern	
	• demonstrate correct use of drafting tools.	French curve, right angle.

MODULE FAS2060: PATTERN DRAFTING 1 (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • draft a basic skirt or pant in quarter scale • demonstrate design and drafting techniques for at least six skirt and/or pants variations in quarter scale • draft a basic skirt or pant in full scale • select one of these variations to draft in full scale • label pattern symbols • compile a step-by-step list of instructions to follow during the assembly of the garment • list required fabrics and notions • sew in muslin and in fashion fabric if time permits.	Students may sew the designed pattern in a fashion fabric of choice, using a Project module from the Career Transitions strand.
Portfolio/Career Exploration	• produce a portfolio of ongoing design work • identify and describe related careers and opportunities.	

MODULE FAS2070: CREATIVE CONSTRUCTION

Level:	Intermediate
Theme:	Production
Prerequisite:	FAS1030 Ready, Set, Sew!
Module Description:	Students apply techniques and knowledge of patterns and fabrics to complete a project.
Module Parameters:	Access to sewing-related equipment.
Supporting Module:	FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify basic weaves and common fabric finishes	• **practical lab experience** in which the student identifies four basic weaves and four fabric finishes. *Assessment Tool* *Practical Lab Experiences: Creative Construction, FAS2070–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	10
• demonstrate and apply knowledge and skills related to pattern alterations, fabric choices and intermediate sewing techniques • apply time, energy and resource management skills in assembling a project	• **project** in which the student selects and makes a project demonstrating a minimum of four intermediate sewing techniques. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–2* *Practical Lab Experiences: Creative Construction, FAS2070–1* *Fashion Studies Intermediate Skills/Techniques Checklist, FASSKT–2* *Standards for Intermediate Skills/Techniques, FASSTD–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	80

MODULE FAS2070: CREATIVE CONSTRUCTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	*Assessment of student achievement should be based on:* • **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fabric	*The student should:* • identify methods of basic fabric construction: – wovens – nonwovens – knits • identify common fabric finishes • explain and demonstrate knowledge related to support fabrics – interfacing, lining, underlining and interlining.	
Planning and Preparation	• complete the following as related to project selection: – alter pattern – recognize various pattern types.	Multi-size, commercial patterns.

MODULE FAS2070: CREATIVE CONSTRUCTION (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated.	Possible projects: • shirt, jacket, dress, lined skirt or pant.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2080: ACTIVEWEAR

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn how to make unique, attractive and serviceable activewear.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify requirements of activewear patterns and fabrics** • **identify care for activewear fabrics**	• **analysis** consisting of researching three activewear fabrics in terms of: – use (specific/versatile; advantage/disadvantage) – comfort (e.g., wearability, breathability) – protection (e.g., wind, cold, heat, moisture) – care – cost. *Assessment Tool* *Practical Lab Experiences: Activewear, FAS2080–1* *Standard* ***A minimum performance rating of 2 in each applicable area of assessment***	20
• **demonstrate correct use of supplies, tools and techniques used in sewing activewear** • **demonstrate and apply knowledge and management skills in the assembly of an activewear garment**	• **project** in which a student selects and makes an activewear project demonstrating a minimum of four intermediate sewing techniques. *Assessment Tool* *Framework for Assessing a Project, FASAFP–2* *Practical Lab Experiences: Activewear, FAS2080–1* *Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2* *Standard* ***A minimum performance rating of 2 in each applicable area of assessment***	70

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MODULE FAS2080: ACTIVEWEAR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fabric and Nature of Fashion	*The student should:* • describe fabrics that are designed for actionwear • identify factors to consider when selecting support fabrics and notions • describe care required for chosen fabric.	Comfort, versatility, wear, warmth and protection. Breathable, water repellent and waterproof, wind resistant and proof.
Planning and Preparation	• identify and describe techniques required for sewing chosen project.	
Tools, Equipment and Safety	• identify equipment, tools and supplies used for sewing activewear.	

MODULE FAS2080: ACTIVEWEAR (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated • apply learnings to selected project.	Possible projects: • swimsuit, gymnastic wear, bicycling shorts and shirt, windbreaker, raincoat, polar fleece jacket, insulated jacket, ski jacket, ski pant.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2090: SPECIALTY FABRICS 1

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students research, experiment with and produce a project, using a specialty fabric.

Module Parameters: Access to sewing-related equipment and tools.

Supporting Module: FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify characteristics of specialty fabrics	*Assessment of student achievement should be based on:* • **report and presentation** on a specialty fabric chosen from this list: border or large print, bottom weight denim, corduroy, diagonal design, lustrous, melton, one-way stretch, plaid, quilted fabric, slippery, stripe, tapestry, two-way stretch, velveteen, vinyl. The report will include: – characteristics of specialty fabrics – techniques involved in choosing patterns, lining, interfacing and notions – techniques involved in preparation and sewing the fabric – care requirements. *Assessment Tool* *Report/Presentation: Specialty Fabrics 1, FAS2090–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	30

MODULE FAS2090: SPECIALTY FABRICS 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate and apply knowledge and skills selecting patterns, lining, interfacings and notions specific to the chosen specialty fabric • demonstrate correct sewing and pressing techniques in the assembly of a project	• **project** completed using a specialty fabric and demonstrating a minimum of four intermediate sewing techniques. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–2* *Practical Lab Experiences: Specialty Fabrics 1, FAS2090–2* *Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	60
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FAS2090: SPECIALTY FABRICS 1 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fabric	- complete a project of choice and/or a written report including samples as related to fabric selection.	The chosen fabric should be one the student has never worked with before.
Tools, Equipment and Safety	- describe and demonstrate special tools needed for accurate cutting and sewing.	
Planning and Preparation	- describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit - describe how to choose interfacing, lining, underlining, interlining and notions - describe and demonstrate fabric preparation - describe proper care, cleaning and storage of fabric chosen.	
Skills, Techniques and Applications	- demonstrate special layout, pinning, cutting and marking techniques - demonstrate suitable methods of stitching, stabilizing and finishing seams - demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable - demonstrate suitable finishing techniques.	A personalized dress form may be used to check fit. Possible projects: teddy bear, stuffed animal, lingerie, rainwear.
Portfolio/Career Exploration	- produce a portfolio of ongoing work - identify and describe related careers and opportunities.	

MODULE FAS2100: SEWING FOR OTHERS

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students sew something for someone else. A client may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS1040 Fashion Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate and apply decision making and sewing techniques in a sewn project for a client	*Assessment of student achievement should be based on:*	
	• **project plan** including: – client's needs, wants, parameters – fabric/design detail – cost – timelines (fitting/completion) – identify skills, techniques and resources necessary. *Assessment Tool* *Project Plan: Sewing for Others, FAS2100–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	20
	• **project** in which the student selects and makes a project demonstrating a minimum of four intermediate sewing techniques. *Assessment Tool* *Practical Lab Experiences: Sewing for Others, FAS2100–2* *Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	60

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MODULE FAS2100: SEWING FOR OTHERS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the specific requirements of the selected project • identify resource management skills used in a project	• **logbook** of: – time spent shopping, sewing, consulting and fitting – costs (hidden and actual) – project assessment by client if possible (meeting expectations as outlined in proposal). Student analyzes project, client's assessment, problems encountered and decisions made. *Assessment Tool* *Logbook Record Checklist: Sewing for Others, FAS2100-3* *Standard* *All applicable sections have been completed*	10
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC-2* *Intermediate Skills/Techniques: Checklist, FASSKT-2* *Career Research—Intermediate Level, FASCAR-2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Planning and Preparation	*The student should:* • meet with client and, considering specialty needs, identify criteria • calculate the basic measurements for selected project • calculate, analyze and record the project cost and determine final charge.	Establish needs and wants, selection of pattern, design and construction details, fabric and trim selection, future meeting for fittings or approval, deadline for completion, calculate costs of materials and length of time involved then finalize costs, mark up.
Skills, Techniques and Applications	• sew the fashion item considering client's needs and wants • test the fitting and make necessary adjustments • analyze time, energy and resource management • apply learnings to selected project • demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated.	Possible projects: • clothing item for a physically challenged client • fashion item (apparel or accessory) wanted by a friend. A personalized dress form of the client may be beneficial for frequent fittings.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2110: CREATING HOME DECOR

Level: Intermediate

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students apply design and sewing techniques to create a home decor fashion.

Module Parameters: Access to sewing-related equipment.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate knowledge and skills related to home decor	• **practical lab experience** in which the student selects and creates a home decor fashion with teacher approval and demonstrates competency in a minimum of four techniques at the intermediate competency level or higher not previously demonstrated (refer to Techniques and Skills Chart). *Assessment Tool* *Practical Lab Experiences: Creating Home Decor, FAS2110–1* *Fashion Studies Standards for Intermediate Skills/Techniques, FASSTD–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	80
• apply and evaluate time, energy and resource management skills in the assembly of a project	• **project assessment** in which the project is evaluated for techniques demonstrated, final product, cost and merchandising potential. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–2* *Standard* *minimum performance rating of 2 in each applicable area of assessment*	10

MODULE FAS2110: CREATING HOME DECOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **Observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fabric	• complete the following as related to project selection: – identify required characteristics – choose a suitable fabric.	
Planning and Preparation	• complete the following as related to project selection: – take accurate measurements to determine fabric needs – identify other required supplies and equipment.	Possible projects: • garment bag, bed covering, quillow, quilt, detailed doll or animal, heirloom pillow, wreath, pillow shams, wall hanging, window treatment or furniture covering.

MODULE FAS2110: CREATING HOME DECOR (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • describe the sewing and assembly techniques required for the selected project • demonstrate competency in a minimum of five techniques at the intermediate competency level or higher not previously demonstrated.	
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2120: SURFACE EMBELLISHMENT

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students use the skills from this module to embellish a wardrobe or home decor.

Module Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate various types of surface embellishment techniques	• **practical lab experience** in which the student, with teacher approval, experiments with existing designs or creates unique designs that include a minimum of four different embellishment techniques. This experimentation is to be followed by completion of a project. *Assessment Tool* *Practical Lab Experiences: Surface Embellishment, FAS2120–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	30
• demonstrate and apply specific techniques to a project	• **project assessment** in which the project is evaluated for appearance, preparation, construction, design, technique, finishing and cost. *Assessment Tool* *Fashion Project: Surface Embellishment, FAS2120–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	60

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MODULE FAS2120: SURFACE EMBELLISHMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	*Assessment of student achievement should be based on:* • **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fabric	*The student should:* • identify and describe various forms of fabric design and embellishment.	
Skills, Techniques and Applications	• demonstrate at least four embellishment techniques • complete one or more projects involving embellishment techniques.	Possible projects: • use created yardage to make a vest, bag, evening bag, cushion • apply created work on readymade item • use created yardage in a project already under construction.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS2140: FASHION MERCHANDISING

Level:	Intermediate
Theme:	Merchandising
Prerequisite:	None
Module Description:	Students learn policies and techniques used by retail operations to sell fashion.
Module Parameters:	No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe key terms as they relate to the merchandising of fashion	• **concept test** consisting of terms used in merchandising of fashion. *Assessment Tool* *Sample Test: Fashion Merchandising, FAS2140–1* *Standard* *50% answered correctly*	15
• explain advantages and disadvantages of current fabrics/textiles	• **textile research** in which the student compares a minimum of five current fabrics/textiles in terms of: – fibre content – cost – comfort – resiliency. – durability – care – uses *Assessment Tool* *Textile Research, FAS2140–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	20
• identify merchandising policies used by retailers to attract specific customers • identify specific "auxiliary services" tailored for the fashion business	• **merchandising policy project** in which the student outlines the merchandising policy for a specific target market. *Assessment Tool* *Fashion Merchandising: Policy and Auxiliary Services, FAS2140–3* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	55

MODULE FAS2140: FASHION MERCHANDISING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fabric	• identify various categories of merchandise	Sportswear, bridal wear, home fashions.
	• identify the fibre content	
	• describe the advantages and disadvantages of various fabrics	
	• evaluate the characteristics of the product in terms of customer's needs.	Care and use.

MODULE FAS2140: FASHION MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	*The student should:* • define merchandising and its application to the fashion industry • explain target market and describe in terms of demographics and psychographics • describe merchandising policies according to: – fashion cycle – quality – price – depth and breadth – brand.	Refer to Management and Marketing strand for definitions of merchandising, demographics, psychographics and merchandising policies.
Planning and Preparation	• describe a specific target market • outline and plan a merchandising policy for the target market.	
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	Fashion merchandising services, fashion magazines, broadcast media, trade publications, advertising and public relations agencies, consultant and market research groups.

MODULE FAS2150: UPHOLSTERY

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students innovate and create, or remove and re-cover, an upholstery item.

Module Parameters: Equipment variable according to project.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify criteria required to upholster an item	• **project plan** including: – project description – cost projection • to re-upholster • to purchase • to have professionally upholstered – fabric notions and tools required – time estimate – identify skills, resources and techniques necessary. *Assessment Tool* *Project Plan: Upholstery, FAS2150–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	15
• demonstrate techniques required to create or replace a desired upholstered project	• **project** in which the student upholsters an item. *Assessment Tool* *Practical Lab Experiences: Upholstery, FAS2150–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	75

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **select and present a project from this module** • **describe the personal or career relevance of the competencies developed within this module**	*Assessment of student achievement should be based on:* • **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fabric	• research and describe durability characteristics of fabric such as weave, fibre content, surface pattern and fabric finish • describe a suitable fabric covering considering durability, comfort, appearance, availability, cost and assembling ease.	
Tools, Equipment and Safety	• describe the availability and cost of tools required to upholster.	

MODULE FAS2150: UPHOLSTERY (continued)

Concept	Specific Learner Expectations	Notes
Planning and Preparation	*The student should:* • estimate the cost of materials • estimate the time required to create or, if necessary, to remove and replace existing cover • outline the steps to follow in layout, cutting and assembly • draft a pattern (either new or use existing cover if replacing) • describe the actual fabric detailing requirements.	Piping, stuffing, buttons.
Skills, Techniques and Applications	• investigate various techniques for assembly • describe types of seams and stitches using hand and machine processes • inspect and repair inner padding or structure • describe appropriate fasteners to secure the covering • complete an upholstered project.	Stitching, sculpting, tufting, gathering, draping, piping, buttoning, zipper applications.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	Possible projects: box, trunk exteriors, custom seat cushions, upholstered curtain valence, patio or RV seat covers.

MODULE FAS2160: CREATING ACCESSORIES 2

Level: Intermediate

Theme: Production

Prerequisite: None

Module Description: Students study accessories related to fashion, and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery and bags.

Module Parameters: Equipment variable according to project.

Supporting Module: FAS1030 Ready, Set, Sew! (according to project selection)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify criteria required to produce a fashion accessory	• **project proposal** on a specific accessory in which the student includes: – terms – project description – skills, resources and techniques necessary – cost estimate – target market – marketing strategy. *Assessment Tool* *Project Plan: Creating Accessories, FAS2160–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	15
• demonstrate techniques and apply design elements to create a fashion accessory • describe the creativity, wearability and marketability of the constructed accessory	• **project** in which the student constructs the accessory and assesses its design elements, creativity and wearability. *Assessment Tool* *Practical Lab Experiences: Creating Accessories, FAS2160–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	75

MODULE FAS2160: CREATING ACCESSORIES 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career research. *Assessment Tool* *Portfolio Checklist–Intermediate, FASPFC–2* *Intermediate Skills/Techniques: Checklist, FASSKT–2* *Career Research—Intermediate Level, FASCAR–2* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fashion	• identify major areas in the accessory industry	Shoes, hosiery, belts, handbags, gloves, millinery, jewellery, perfume, neckwear (scarves and ties), bodywear, intimate apparel, sunglasses.
	• describe the results of exploration of various sources of inspiration	Fashion magazines, objects in nature, street trends, historical trends, museums, famous personalities.
	• explain how accessories enhance current styles, trends, colours, textures and silhouettes.	

MODULE FAS2160: CREATING ACCESSORIES 2 (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	*The student should:* • explain terms related to a specific accessory.	Possible terms may include: • shoes—upper, last, vamp, shank, loafer, gillie, espadrille, pump, sling back • jewellery—costume, fine, bridge, gemstones, 24K, carat • handbags—shoulder, envelop.
Planning and Preparation	• select a creative accessory to produce and possibly market.	Accessory may be designed with a step-by-step list of instructions to produce it. Consider as a guest speaker someone in community who creates and sells accessories.
Skills, Techniques and Applications	• produce the selected accessory.	
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Fashion Studies.

> Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module FAS3010: Fashion Illustration 2 .... F.3
Module FAS3020: CAD Patterns 2 .... F.7
Module FAS3030: Pattern Drafting 2 .... F.11
Module FAS3040: Contemporary Tailoring F.15
Module FAS3060: Couture F.19
Module FAS3070: Creators of Fashion F.21
Module FAS3080: Cultural Fashions F.23
Module FAS3090: Specialty Fabrics 2 .... F.27
Module FAS3140: Fashion Retailing F.31

MODULE FAS3010: FASHION ILLUSTRATION 2

Level:	Advanced
Theme:	Design
Prerequisite:	None
Module Description:	Students create a fashion line, by using technical or impressionistic techniques.
Module Parameters:	No specialized equipment or facilities.
Supporting Module:	FAS2020 Fashion Illustration 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• sketch fashion figures to illustrate the technical and the impressionistic approach to fashion design	• **practical lab experience** in which the student: – sketches a technical drawing that incorporates all the construction details of design – creates an impressionistic drawing that projects a visual message – compiles a collection of 10 illustrations that include both the use of technical designs and impressionistic illustrations. *Assessment Tool* *Technical Drawing, FAS3010–1* *Impressionistic Drawing, FAS3010–2* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	50
• identify fashion trends to acquire ideas for inspiration • demonstrate and apply advanced sketching techniques to create a fashion line	• **fashion line** that includes a minimum of five fashion illustrations from a technical or impressionistic approach. *Assessment Tool* *Fashion Illustration 2, FAS3010–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	40

MODULE FAS3010: FASHION ILLUSTRATION 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT-3* *Career Research–Advanced Level, FASCAR–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Elements and Principles	• research current fashion trends by exploring various sources of inspiration • describe a target market.	Fashion magazines, pattern books, retail outlets. Age, gender, roles.
Skills, Techniques and Applications	• sketch two fashion illustrations of the same garment which incorporate techniques used in a technical drawing and an impressionistic drawing	Female or male figure. Technical details of the design includes drape, construction details and fit.

MODULE FAS3010: FASHION ILLUSTRATION 2 (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications (continued)	*The student should:* • apply advanced fashion illustration techniques to produce a fashion line from a technical or impressionistic approach • draw the fashion illustrations in a medium of choice • identify a company name and devise a logo and business card for the fashion line.	Impressionistic drawing focuses on the figure to create a visual mood. Possibilities include: • a wardrobe grouping for a retail outlet • wardrobe for specific client(s); e.g., member of an athletic team, high school student, preschool child, executive • particular type of clothing; e.g., formal wear, sportswear, swimwear. Watercolours, pen, ink, markers.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS3020: CAD PATTERNS 2 (COMPUTER-AIDED DESIGN)

Level: Advanced

Theme: Design

Prerequisite: FAS2030 CAD Patterns 1 (Computer-aided Design)

Module Description: Students, with limited direction, use a personal computer and appropriate software to design and draft patterns for fashion items.

Module Parameters: Access to computer and appropriate software.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• design a bodice and a sleeve pattern, using a computer	• **practical lab experiences** in which the student uses the computer to design a bodice and sleeve pattern experimenting with button front openings, necklines, sleeve variations and a minimum of two alterations. *Assessment Tool* *CAD Patterns 2, FAS3020–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	45
• demonstrate basic flat pattern skills and knowledge by making bodice and sleeve design alterations on a computer	• **project** in which the student demonstrates skills required to produce a computer-designed shirt, jacket or dress pattern that incorporates design details, required pattern information and layout. *Assessment Tool* *CAD Patterns 2, FAS3020–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	45

MODULE FAS3020: CAD PATTERNS 2 (COMPUTER-AIDED DESIGN) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	*Assessment of student achievement should be based on:* • **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–3* *Career Research–Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • perform the following computer operation: – grading pattern blocks • use the computer to: – create the completed blouse, shirt, jacket or dress patterns – create a graded nest of sizes for one or more of the patterns – organize the patterns pieces into a layout – estimate fabric requirements.	Teachers may wish to specify design briefs in this module to ensure specific computer applications are learned. Possible projects: • personalized blouses, shirts, jackets or dresses from measurements or through use of computerized slopers.

MODULE FAS3020: CAD PATTERNS 2 (COMPUTER-AIDED DESIGN (continued)

Concept	Specific Learner Expectations	Notes
Portfolio/Career Exploration	*The student should:* • produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS3030: PATTERN DRAFTING 2

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students use body measurements to draft a basic bodice and sleeve, demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

Module Parameters: Access to sewing-related equipment.

Supporting Modules: FAS2050 Flat Pattern
FAS2060 Pattern Drafting 1

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate drafting and design techniques for a bodice and sleeve, using full-, half- or quarter-scale patterns	• **practical lab experience** in which the student, given a specific set of measurements, drafts a quarter-, half- or full-scale bodice and sleeve pattern. *Assessment Tool* *Framework for Assessing a Pattern Design, FASAPD-3* *Pattern Drafting 2, FAS3030–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	25
• demonstrate drafting and flat pattern design techniques to create a design in muslin	• **project** in which the student drafts a full-scale pattern for a bodice and sleeve and completes a muslin. *Assessment Tool* *Pattern Drafting 2, FAS3030–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	65

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MODULE FAS3030: PATTERN DRAFTING 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	*Assessment of student achievement should be based on:* • **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–3* *Career Research—Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Planning and Preparation	*The student should:* • identify the general rules necessary to draft a bodice and sleeve pattern • demonstrate ability to take the required measurements for a bodice and a sleeve, and add required ease to measurement for full-scale pattern.	

MODULE FAS3030: PATTERN DRAFTING 2 (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	*The student should:* • draft a bodice and sleeve in full-, half- or quarter-scale • demonstrate drafting techniques for at least four variations of bodice and sleeve • select one of the variations to draft and sew a shirt or blouse in full-scale size using muslin fabric • label pattern symbols • compile a step-by-step list of instructions to complete garment • list the required fabric and notions.	Dart and seam size, length and shape. Student may sew the drafted pattern in fashion fabric using a Project Module from the Career Transitions strand. Knowledge of skirt/pant could be combined so student could choose to do a dress or body suit.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS3040: CONTEMPORARY TAILORING

Level: Advanced

Theme: Production

Prerequisites: FAS1030 Ready, Set, Sew!

Module Description: Students create a jacket or coat, using contemporary tailoring techniques.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify characteristics of a tailored jacket • identify characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring • identify the quality standards of a tailored project	• **research report** in which the student: – identifies characteristics of a tailored jacket – identifies characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring – identifies the quality standards of a tailored project. *Assessment Tool* *Research: Contemporary Tailoring, FAS3040–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	20
• demonstrate and apply knowledge, skills, time, energy and resource management to pattern alterations, fitting and assembly of a jacket or coat	• **project** in which the student constructs a tailored project demonstrating competency in a minimum of five tailoring techniques at the advanced competency level. *Assessment Tool* *Framework for Assessing a Fashion Project: Contemporary Tailoring, FAS3040–2* *Fashion Studies Standards for Advanced Skills/Techniques, FASSTD–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	70

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MODULE FAS3040: CONTEMPORARY TAILORING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–3* *Career Research–Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fabric and Nature of Fashion	• identify factors to consider when selecting and purchasing the fashion fabric and underlying fabrics • identify characteristics of a tailored garment • identify the quality standards of a well-tailored garment.	
Planning and Preparation	• identify factors to consider when selecting a pattern to tailor • demonstrate fitting patterns and appropriate alterations • identify notions needed for tailoring.	

MODULE FAS3040: CONTEMPORARY TAILORING (continued)

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	*The student should:* • identify tools and equipment necessary for tailoring.	
Skills, Techniques and Applications	• demonstrate the correct use of interfacing • demonstrate the correct technique of marking • complete tailoring techniques as related to project selection: – demonstrate at least five tailoring techniques at the advanced competency level.	Projects: tailored jacket or coat. A personalized dress form may be used to check fit.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	Possible projects: lined jacket or blazer with woven interfacing.

MODULE FAS3060: **COUTURE**

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students study past couturiers to create their own haute couture fashions.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the origin of couture and its terminology • identify the equipment necessary to produce couture detailing • describe couture stitching techniques and construction methods • demonstrate selected couture techniques in garment construction	• **project** in which the student researches and constructs a garment demonstrating competency in a minimum of three couture techniques at the advanced competency level not previously demonstrated (refer to Techniques and Skills Chart). *Assessment Tool* *Practical Lab Experiences: Couture, FAS3060–1* *Framework for Assessing a Fashion Project, FASAFP–3* *Fashion Studies Standards for Advanced Skills/Techniques, FASSTD–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	90
• select and present a project • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–3* *Career Research–Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10

MODULE FAS3060: COUTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fashion	*The student should:* • identify couture terminology • explain the origin of couture as it relates to high fashion.	Signature techniques of past couturiers.
Skills, Techniques and Applications	• describe couture stitching techniques • describe seams and seam finishes • describe construction details noting couture application • compare methods of couture closures • analyze and describe hidden details that build and maintain garment shape • describe methods of hemming couture garments • identify surface couture details that make a garment couture • construct a garment featuring various couture details.	Possible projects: • grad, bridal, special occasion gown • tuxedo • christening dress. Make alterations as necessary—a muslin might be necessary. A personalized dress form may be used to check fit.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS3070: CREATORS OF FASHION

Level: Advanced

Theme: Design

Prerequisite: None

Module Description: Students discover the world of fashion designers.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: FAS3090 Specialty Fabrics 2
FAS3060 Couture

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify terms related to haute couture • identify fashion influences and contributions by fashion designers	• **report/presentation** in which the student: – identifies haute couture – writes a brief summary of a minimum of 10 local, national and international designers – researches in depth a designer of choice. *Assessment Tool* *Report/Presentation: Creators of Fashion, FAS3070–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	90
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–3* *Career Research–Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10

MODULE FAS3070: CREATORS OF FASHION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of Fashion	• identify haute couture terms • interpret terms related to the fashion industry	Fashion designer, couturiere, chambre Syndicale, chambre Syndicale du Prêt-à-Porter des Couturiers.
	• analyze the contributions and influences of various fashion designers, past and present.	International, national, provincial and local.
Skills, Techniques and Applications	• research and report on a designer in terms of: – personal history – special influences/contributions – innovations – pictures/sketches	Students may choose to sew a designer pattern related to their study in this module using a Project module from the Career Transitions strand.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS3080: CULTURAL FASHIONS

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students research and learn about the fashions of other cultures.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify specific criteria of one cultural fashion	• **report** in which the student researches one cultural fashion. The report will include characteristics of the fashion, techniques involved in creating it, the significance of the fashion details and appropriate illustrations. *Assessment Tool* *Research: Cultural Fashions, FAS3080–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	15
• demonstrate and apply knowledge and skills by creating a fashion item representative of a cultural fashion	• **project** in which the student constructs the fashion item researched demonstrating competency in a minimum of five techniques at the advanced competency level not previously demonstrated. *Assessment Tool* *Framework for Assessing a Fashion Project, FASAFP–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	75

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MODULE FAS3080: CULTURAL FASHIONS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	*Assessment of student achievement should be based on:* • **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–3* *Career Research–Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fashion	*The student should:* • select a cultural fashion to create • research criteria for the cultural fashion.	Some possible choices • for ethnic costumes: Indian sari, Japanese kimono, Canadian Indian jingle dress, beaded moccasins, ribbon shirt, traditional Ukrainian dress, African tribal dress. This item could be for the student or for someone else; e.g., theatrical costume or for a stage setting for a theatrical production.

MODULE FAS3080: CULTURAL FASHIONS (continued)

Concept	Specific Learner Expectations	Notes
Planning and Preparation	*The student should:* • alter pattern where necessary • research and identify techniques to be used in the cultural or historical fashion • demonstrate with scraps to establish best techniques.	
Skills, Techniques and Applications	• sew a fashion item applying the learnings from the research.	
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS3090: **SPECIALTY FABRICS 2**

Level: Advanced

Theme: Production

Prerequisite: FAS1030 Ready, Set, Sew!

Module Description: Students learn about the characteristics and techniques for preparing, sewing and caring for an advanced specialty fabric. Subsequently, they create and construct a distinctive project.

Module Parameters: Access to sewing-related equipment.

Supporting Module: FAS2070 Creative Construction

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **identify and describe techniques required when handling an advanced specialty fabric**	*Assessment of student achievement should be based on:* • **report and presentation** on an advanced specialty fabric: beaded, crepe de chine, faux fur, imitation leather or suede, lace, leather, loose weaves, metallic, neoprene, pre-pleated fabric, sand-washed silk, satin, sequin, sheer, suede, taffeta, velvet. The report would include: – characteristics of the specialty fabric – techniques involved in choosing patterns, lining, interfacing and notions – techniques involved in preparing and sewing the fabric – care requirements. *Assessment Tool* *Report/Presentation: Specialty Fabrics 2, FAS3090–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	30

MODULE FAS3090: SPECIALTY FABRICS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate advanced sewing techniques in a specialty fabric project	• **project** in which the student demonstrates competency in a minimum of five techniques at the advanced competency level not previously demonstrated. *Assessment Tool* *Framework for Assessing a Fashion Project FASAFP–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	60
• select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	• **portfolio**—including: – project representation (actual, article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio Checklist–Advanced, FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–1* *Career Research–Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FAS3090: SPECIALTY FABRICS 2 (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fabric	*The student should:* • research a specialty fabric.	The chosen fabric should be one that has never been worked with before.
Tools, Equipment and Safety	• describe and demonstrate special tools needed for accurate cutting and sewing.	
Planning and Preparation	• describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit • describe how to choose interfacing, lining, underlining, interlining and notions • describe and demonstrate fabric preparation • describe proper care, cleaning and storage of fabric chosen.	
Skills, Techniques and Applications	• demonstrate special layout, pinning, cutting and marking techniques • demonstrate suitable methods of stitching, stabilizing and finishing seams • demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable • demonstrate a suitable finishing techniques.	A personalized dress form may be used to check fit. Possible projects: leather chaps, advanced level projects made from velvet, leather, metallics, etc.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	

MODULE FAS3140: FASHION RETAILING

Level: Advanced

Theme: Merchandising

Prerequisite: None

Module Description: Students analyze fashion retail terms, operations and trends.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe basic retail terms • describe and compare classifications of fashion retail operations	*Assessment of student achievement should be based on:* • **test** consisting of questions on: – basic retail terms – classification of fashion retail operations. *Assessment Tool* *Fashion Retailing: Sample Test, FAS3140–1* *Standard* *50% of questions answered correctly*	15
• describe operational store policies and apply this knowledge to evaluate specific fashion retail operations • identify trends in fashion retailing	• **research and report** on a minimum of four different types of fashion retail operations in terms of policies and procedures including: – ambiance – customer service – selling service – promotional activities – credit and collection – security. *Assessment Tool* *Research: Fashion Retailing, FAS3140–2* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	75

MODULE FAS3140: FASHION RETAILING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • select and present a project from this module • describe the personal or career relevance of the competencies developed within this module	*Assessment of student achievement should be based on:* • **portfolio**—including: – project representation (actual article, photograph, slide, video, etc.) – project evaluation – career profile/research. *Assessment Tool* *Portfolio checklist–Advanced FASPFC–3* *Advanced Skills/Techniques: Checklist, FASSKT–3* *Career Research–Advanced Level, FASCAR–3* *Standard* *All applicable sections have been completed*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE FAS3140: FASHION RETAILING (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Elements and Principles	• define basic retail terminology and its application to the fashion industry • compare the following retail operations: – department stores – specialty stores – chain organizations – discount stores – electronic/home shopping – factory outlets • describe operational store policies – ambiance – customer service – selling services – promotional activities • compare operational store policies of various selected retail operations • describe the importance of location, exterior design and interior layout, in developing a store's image • describe various methods of direct retailing and discuss advantages and disadvantages of each • research present and future trends in fashion retailing.	Suggestions include mark ups, mark downs, odd-figure pricing, loss leaders, basic stock, odd lots, purchase order.
Portfolio/Career Exploration	• produce a portfolio of ongoing work • identify and describe related careers and opportunities.	Sales clerk, assistant manager/store manager, buyer/assistant buyer, fashion advisor, image consultant.

FASHION STUDIES

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/ industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*
  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN FASHION STUDIES

The Fashion Studies curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Fashion Studies, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Some tools in Fashion Studies provide a standard five-point rating scale to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have also been developed with a five-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes.

Tools Generic to Fashion Studies

Throughout the Fashion Studies strand, students are involved in the completion of a project which involves various skills and techniques. A generic "Framework for Assessing a Fashion Project" has been developed for each level (introductory, intermediate and advanced), FASAFP–1, 2 and 3. These assessment tools outline the criteria for assessment and the minimum performance rating using a five-point rating scale. The project-specific skills/techniques will vary according to project and/or module. The skills/techniques have been identified by level in the "Skills/Techniques: Checklist," FASSKT–1, 2 and 3 and the "Standards for Skills/Techniques" FASTD–1, 2 and 3.

All Fashion Studies modules include a portfolio assessment. A "Portfolio Checklist" has been developed for each level as FASPFC–1, 2 and 3. These portfolio checklists are evaluated on a completion or non-completion basis. Portfolio assessment requires students to collect and reflect on examples and/or visual representations of completed projects. The tool "Reflection Record," FASREF may help in the assessment of the reflection process. Career exploration is integrated throughout the Fashion Studies strand. The assessment tools "Career Research," FASCAR–1, 2 and 3 have been developed for each level.

Tools Specific to Fashion Studies Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., FAS1030–1). They are referred to under the criteria and conditions column in Sections D, E and F.

Numerous assessment tools have been developed for module specific practical lab experiences and research projects/reports. These assessment tools outline the criteria for assessments and the minimum performance rating using a five-point scale. In some instances where the tool suggested has been a test, a sample test or sample questions have been included. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Where appropriate "Illustrative Examples" have been provided in a further attempt to communicate realistic expectations and acceptable standards of achievement.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ ——▶——▶	☐ ——▶——▶	☐ ——▶——▶
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ ——▶——▶
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ ——▶——▶
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required

★**Developmental Framework** • *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

GENERIC RATING SCALE

SCALE	**RUBRIC STATEMENT** **(included in assessment tool/statements in *italics* are optional)** ***The student:***	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	*STANDARDS OF QUALITY/ PRODUCTIVITY*	*TEAMWORK LEADERSHIP*	*SERVICE CLIENT/ CUSTOMER*
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
O	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

ASSESSMENT FRAMEWORK: ISSUE ANALYSIS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

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ASSESSMENT FRAMEWORK: LAB INVESTIGATIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

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ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE

CTSNEG

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS

CTSPRE

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication: *e.g.,* Written: *spelling, punctuation, grammar, basic format* Oral: *voice projection, body language* Audio-Visual: *techniques, tools*	• demonstrates effective use of at least two communication media: *e.g.,* Written: *spelling, punctuation, grammar, format (formal/informal)* Oral: *voice projection, body language, appearance* Audio-Visual: *techniques, tools, clarity*	• demonstrates effective use of a variety of communication media: *e.g.,* Written: *spelling, punctuation, grammar, format (formal/informal, technical/literary)* Oral: *voice projection, body language, appearance, enthusiasm, evidence of prior practice* Audio-Visual: *techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

ASSESSMENT FRAMEWORK: RESEARCH PROCESS CTSRES

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

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FRAMEWORK FOR ASSESSING A FASHION PROJECT FASAFP–1

Student Name: ______________________________ Date: ______________

Project:

Project Description: (pattern, illustration, fabric, etc.)

Rating Scale: (*italics* are optional) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 1 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Pattern ☐selection (appropriate to skill level, correct size) ☐preparation and alteration	☐	☐	☐	☐	☐	☐
Fabric/Supplies ☐suited to design ☐coordination of fabric and notions ☐preparation	☐	☐	☐	☐	☐	☐
Layout ☐grainlines correctly placed ☐proper layout techniques used ☐marking appropriate and correctly done	☐	☐	☐	☐	☐	☐
General Assembly Skills/Techniques ☐machine stitching—appropriate stitch length, straight, balanced tension, no hanging threads ☐seams—proper width, pressed flat ☐seam finishes—proper finish for fabric, neatly done ☐closures—appropriate, properly placed and assembled ☐facings—graded, clipped, pressed ☐hems—even, smooth, correct width and technique ☐detailing—neat, secure, appropriate ☐overall appearance—neat, pressed	☐	☐	☐	☐	☐	☐
Project-specific Skills/Techniques • • • • •	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Comments:						

FRAMEWORK FOR ASSESSING A FASHION PROJECT FASAFP–2

Student Name: ______________________________ Date: ______________

Project:

Project Description:
(pattern, illustration, fabric, etc.)

Rating Scale: (*italics* are optional) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 2 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Pattern ☐selection (appropriate to skill level, correct size) ☐preparation and alteration	☐	☐	☐	☐	☐	☐
Fabric ☐suited to design ☐coordination of fabric, lining, trim, notions ☐preparation	☐	☐	☐	☐	☐	☐
Layout ☐grainlines correctly placed ☐proper layout techniques used ☐marking appropriate and correctly done	☐	☐	☐	☐	☐	☐
General Assembly Skills/Techniques ☐machine stitching—appropriate stitch length, straight, balanced tension, no hanging threads ☐seams—proper width, pressed flat with no imprint and smooth ☐seam finishes—proper finish for fabric, neatly done ☐closures—appropriate, properly placed and assembled ☐facings—graded, clipped, understitched, pressed ☐hems—even, smooth, correct width and technique ☐detailing—neat, secure, appropriate ☐overall appearance—neat, pressed	☐	☐	☐	☐	☐	☐
Project-specific Skills/Techniques • • • • •	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Comments:						

FRAMEWORK FOR ASSESSING A FASHION PROJECT **FASAFP–3**

Student Name: ______________________________ Date: ____________

Project: Project Description: (pattern, illustration, fabric, etc.)	**Rating Scale:** *(italics* are optional*) The student:* 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals.* 3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.*** 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.* 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.* 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Pattern ☐selection (appropriate to skill level, correct size) ☐preparation and alteration	☐	☐	☐	☐	☐	☐
Fabric/Supplies ☐suited to design ☐coordination of fabric, lining, trim, notions ☐preparation	☐	☐	☐	☐	☐	☐
Layout ☐grainlines correctly placed ☐proper layout techniques used ☐marking appropriate and correctly done	☐	☐	☐	☐	☐	☐
General Assembly Skills/Techniques ☐machine stitching—appropriate stitch length, straight, balanced tension, no hanging threads ☐seams—proper width, pressed flat and smooth ☐seam finishes—Proper finish for fabric, neatly done ☐closures—appropriate, properly placed and assembled ☐facings—graded, clipped, understitched, pressed ☐hems—even, smooth, correct width and technique ☐detailing—neat, secure, appropriate ☐overall appearance—neat, pressed	☐	☐	☐	☐	☐	☐
Project-specific Skills/Techniques						
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
Comments:						

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FRAMEWORK FOR ASSESSING A PATTERN DESIGN FASAPD–2

Student Name: ______________________________ Date: ______________

Project:

Project Description or Illustration:

Rating Scale: (*italics* are optional) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 2 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Design Details:						
design executed properly	☐	☐	☐	☐	☐	☐
measurements precise	☐	☐	☐	☐	☐	☐
seam lines accurate	☐	☐	☐	☐	☐	☐
seam allowances 1.5 cm	☐	☐	☐	☐	☐	☐
hem allowance shown and accurate	☐	☐	☐	☐	☐	☐
notches properly placed	☐	☐	☐	☐	☐	☐
dart size correct	☐	☐	☐	☐	☐	☐
pleat placement correct	☐	☐	☐	☐	☐	☐
zipper shown, correct length	☐	☐	☐	☐	☐	☐
button/buttonhole placement correct	☐	☐	☐	☐	☐	☐
grainline shown	☐	☐	☐	☐	☐	☐
Pattern Labelling:						
name of piece	☐	☐	☐	☐	☐	☐
number of pieces to be cut	☐	☐	☐	☐	☐	☐
right angles on corners	☐	☐	☐	☐	☐	☐
Other Fashion Details						
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
Comments:						

FRAMEWORK FOR ASSESSING A PATTERN DESIGN FASAPD–3

Student Name: ______________________________ Date: ____________

Project:

Project Description or Illustration:

Rating Scale: (*italics* are optional) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Design Details:						
design executed properly	☐	☐	☐	☐	☐	☐
measurements precise	☐	☐	☐	☐	☐	☐
seam lines accurate	☐	☐	☐	☐	☐	☐
seam allowances 1.5 cm	☐	☐	☐	☐	☐	☐
hem allowance shown and accurate	☐	☐	☐	☐	☐	☐
notches properly placed	☐	☐	☐	☐	☐	☐
dart size correct	☐	☐	☐	☐	☐	☐
pleat placement correct	☐	☐	☐	☐	☐	☐
zipper shown, correct length	☐	☐	☐	☐	☐	☐
button/buttonhole placement correct	☐	☐	☐	☐	☐	☐
grainline shown	☐	☐	☐	☐	☐	☐
Pattern Labelling:						
name of piece	☐	☐	☐	☐	☐	☐
number of pieces to be cut	☐	☐	☐	☐	☐	☐
right angles on corners	☐	☐	☐	☐	☐	☐
Other Fashion Details						
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
Comments:						

CAREER RESEARCH: Introductory Level FASCAR-1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 **meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follow necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing

- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques

Information Gathering and Processing (cont'd)

- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/option/theory
- ☐ responds to feedback when current approach is not working

Content

- ☐ describes one or more career clusters within the industry; e.g.:
  - labour-based
  - technical
  - professional
- ☐ identifies and describes occupations relevant to one or more career clusters; e.g.:
  - nature of the occupation
  - duties of the worker
- ☐ provides a survey of current employment statistics relevant to one or more career clusters; e.g.:
  - types of occupations
  - number of workers
- ☐ identifies entry requirements and training programs relevant to one or more career clusters; e.g.:
  - entrance requirements and competencies
  - type of training programs
- ☐ assesses current and future employment opportunities and trends; e.g.:
  - local and national needs
  - opportunities for advancement

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Information Sharing

- ☐ demonstrates effective use of one or more communication media: e.g., *written, oral, audio-visual*
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical/technical conventions
- ☐ cites basic information sources

Comments:

CAREER RESEARCH: Intermediate Level FASCAR–2

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.*

2 **meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

☐ sets goals and establishes steps to achieve them
☐ creates and adheres to useful timelines
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively

Information Gathering and Processing

☐ accesses a range of relevant in-school/community resources
☐ uses a range of information-gathering techniques

Information Gathering and Processing (cont'd)

☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ determines accuracy/currency/reliability of information sources
☐ gathers and responds to feedback regarding approach to the task

Content

☐ describes one or more career clusters within the industry; e.g.:
  – labour-based
  – technical
  – professional
☐ identifies and describes occupations relevant to one or more career clusters; e.g.:
  – nature of the occupation
  – duties of the worker
  – workplace conditions
☐ provides a survey of current employment statistics relevant to one or more career clusters; e.g.:
  – types of occupations
  – number of workers
  – employment trends
☐ identifies entry requirements and training programs relevant to one or more career clusters; e.g.:
  – entrance requirements and competencies
  – type and extent of training programs
☐ assesses current and future employment opportunities and trends; e.g.:
  – local, national and international needs
  – opportunities for advancement and/or career change

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems

Information Sharing

☐ demonstrates effective use of one or more communication media: e.g., *written, oral, audio-visual*
☐ communicates ideas in a logical sequence with sufficient supporting detail
☐ maintains acceptable grammatical and technical standards
☐ cites relevant information sources

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CAREER RESEARCH: Advanced Level FASCAR-3

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

Rating Scale *(italics* are optional*)*

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- ☐ sets clear goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data

Information Gathering and Processing (cont'd)

- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Content

- ☐ describes one or more career clusters within the industry; e.g.:
  - – labour-based
  - – technical
  - – professional
- ☐ identifies and describes occupations relevant to one or more career clusters; e.g.:
  - – nature of the occupation
  - – duties of the worker
  - – workplace conditions
  - – salary/wages and employee benefits
- ☐ provides a survey of current employment statistics relevant to one or more career clusters; e.g.:
  - – types of occupations
  - – number of workers
  - – employment trends
- ☐ identifies entry requirements and training programs relevant to one or more career clusters; e.g.:
  - – entrance requirements and competencies
  - – type and extent of training programs
  - – post-secondary institutions
- ☐ assesses current and future employment opportunities and trends; e.g.:
  - – local, national and international needs
  - – opportunities for advancement and/or career change
  - – opportunities for self-employment and entrepreneurship

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing

- ☐ demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources

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ARTICLE OR AUDIO-VISUAL REVIEW ASSESSMENT FASAAV

Student Name: ____________________ Module: _______________ Date: __________________

Title: ____

Overall Purpose (Teacher Defined)	
Student Expectations:	**Actual Observations:**
What do you expect to learn?	What did you actually learn (Theme)?
Specific knowledge gained	
State how reviewing this material has influenced your impression concerning this topic.	

REFLECTION RECORD **FASREF**

Student Name: ____________ Module: ____________ Date: ____________

When you finish a module, it is time to think about how you have grown from having done this work. Complete these statements.

Before I began this module I . . .

Some discoveries that I made . . .

My work in this module was made easier because I . . .

In this module I had difficulty with . . . because I . . .

One thing I would do differently next time . . .

I wonder if I will ever be able to . . .

The part of this module that was most worthwhile to me was . . .

I would like to learn more about . . .

I found that I was quite good at . . .

Now that I can . . . I will be able to . . .

PORTFOLIO CHECKLIST–INTRODUCTORY FASPFC-1

Student Name: ______________________________ Date: ____________________

Module: Name					
Module: #					
Competency Overview					
A minimum of three of the following:					
• Statement of Module Competencies and Mark	☐	☐	☐	☐	☐
• Introductory Skills/Techniques Checklist	☐	☐	☐	☐	☐
• Visual representation of completed project (picture, croquis, slide, video, fabric sample	☐	☐	☐	☐	☐
• Project Evaluation	☐	☐	☐	☐	☐
Technical Components					
• Professional Appearance	☐	☐	☐	☐	☐
• Appropriate Format	☐	☐	☐	☐	☐
• Impact	☐	☐	☐	☐	☐
• Clarity	☐	☐	☐	☐	☐

Other: Achievements, awards, related part-time work

☐

☐

☐

☐

Comments:

PORTFOLIO CHECKLIST–INTERMEDIATE FASPFC–2

Student Name: ______________________________ Date: ____________________

Module Name:					
Module #:					
Competency Overview					
A minimum of three of the following:					
• Statement of Module Competencies and Mark	☐	☐	☐	☐	☐
• Intermediate Skills/Techniques Checklist	☐	☐	☐	☐	☐
• Visual representation of completed project (picture, croquis, slide, video, fabric sample	☐	☐	☐	☐	☐
• Project Evaluation	☐	☐	☐	☐	☐
• Research Evaluation	☐	☐	☐	☐	☐
• Career Profile	☐	☐	☐	☐	☐
Technical Components					
• Professional Appearance	☐	☐	☐	☐	☐
• Appropriate Format	☐	☐	☐	☐	☐
• Impact	☐	☐	☐	☐	☐
• Clarity	☐	☐	☐	☐	☐

Other: Achievements, awards, related part-time work

☐

☐

☐

☐

Comments:

PORTFOLIO CHECKLIST–ADVANCED

FASPFC–3

Student Name: ______________________________ Date: ____________________

Module Name:					
Module #:					
Competency Overview					
A minimum of four of the following:					
• Statement of Module Competencies and Mark	☐	☐	☐	☐	☐
• Advanced Skills/Techniques Checklist	☐	☐	☐	☐	☐
• Visual representation of completed project (picture, croquis, slide, video, fabric sample	☐	☐	☐	☐	☐
• Project Evaluation	☐	☐	☐	☐	☐
• Research Evaluation	☐	☐	☐	☐	☐
• Career Profile/Research	☐	☐	☐	☐	☐
Title/Cover Page					
• Impact	☐	☐	☐	☐	☐
• Clarity	☐	☐	☐	☐	☐
• Readability	☐	☐	☐	☐	☐

Other: Achievements, awards, related part-time work

☐

☐

☐

☐

Comments:

INTRODUCTORY SKILLS/TECHNIQUES: CHECKLIST FASSKT–1

NAME:__________________________________

STANDARD IS 1 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Skill/Techniques	Rating				
Basting					
pin	4	3	2	1	0
hand	4	3	2	1	0
machine	4	3	2	1	0
Bulk Reduction					
grading	4	3	2	1	0
trimming	4	3	2	1	0
clipping/notching	4	3	2	1	0
Closure					
machine buttonholes	4	3	2	1	0
shank button	4	3	2	1	0
flat button	4	3	2	1	0
snaps	4	3	2	1	0
hook and eye	4	3	2	1	0
velcro	4	3	2	1	0
buckle	4	3	2	1	0
zipper–centred	4	3	2	1	0
zipper–lapped	4	3	2	1	0
zipper–fly	4	3	2	1	0
ties/straps	4	3	2	1	0

Skill/Techniques	Rating				
Decorative Detail					
tassels/fringe/braid	4	3	2	1	0
colour blocking	4	3	2	1	0
fabric dyeing	4	3	2	1	0
fabric painting	4	3	2	1	0
applique	4	3	2	1	0
crazy quilting	4	3	2	1	0
stuffing	4	3	2	1	0
bonding	4	3	2	1	0
Hem Treatment					
straight	4	3	2	1	0
slip stitch	4	3	2	1	0
machine top stitched	4	3	2	1	0
fusible (nonstitched)	4	3	2	1	0
Neckline Treatment					
binding	4	3	2	1	0
facing	4	3	2	1	0
collar	4	3	2	1	0
ribbing					
Pocket					
inseam	4	3	2	1	0
inside patch	4	3	2	1	0
unlined patch	4	3	2	1	0
miter corner	4	3	2	1	0
Seam					
tension	4	3	2	1	0
directional	4	3	2	1	0
plain	4	3	2	1	0
pivoting	4	3	2	1	0
bar tack	4	3	2	1	0
Seam Finishing					
zigzag	4	3	2	1	0
serge	4	3	2	1	0
pink	4	3	2	1	0
clean finish	4	3	2	1	0
stretch	4	3	2	1	0

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Skill/Techniques	Rating
Shaping Device	
staystitch	4 3 2 1 0
straight dart	4 3 2 1 0
gathering	4 3 2 1 0
easing	4 3 2 1 0
notching	4 3 2 1 0
clipping	4 3 2 1 0
understitching	4 3 2 1 0
box pleats	4 3 2 1 0
simple tucks	4 3 2 1 0
Sleeve Treatment	
dropped	4 3 2 1 0
raglan	4 3 2 1 0
faced opening	4 3 2 1 0
ribbing	4 3 2 1 0
casing	4 3 2 1 0
Waistline Treatment	
casing	4 3 2 1 0
elastic application	4 3 2 1 0
Other	
	4 3 2 1 0
	4 3 2 1 0
	4 3 2 1 0

INTERMEDIATE SKILLS/TECHNIQUES: CHECKLIST FASSKT-2

NAME:________________________________

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions ***that enhance team effort***.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Skill/Techniques	Rating				
Closure					
button loops	4	3	2	1	0
covered buttons	4	3	2	1	0
extended snaps	4	3	2	1	0
zipper underlay	4	3	2	1	0
zipper–invisible	4	3	2	1	0
zipper–exposed	4	3	2	1	0
zipper–separating	4	3	2	1	0
Decorative Detail					
cutting/joining bias	4	3	2	1	0
ready made piping	4	3	2	1	0
lace/ribbon/braid/fabric	4	3	2	1	0
twin needle stitching	4	3	2	1	0
spaghetti straps	4	3	2	1	0
ruffles	4	3	2	1	0
shirring	4	3	2	1	0
decorative machine stitching	4	3	2	1	0
decorative hand stitching	4	3	2	1	0
handmade tassels	4	3	2	1	0
tucks	4	3	2	1	0
sculpting	4	3	2	1	0
tufting	4	3	2	1	0

Skill/Techniques	Rating				
Decorative Detail (cont'd)					
buttoning	4	3	2	1	0
fold over braid	4	3	2	1	0
ribbon roses	4	3	2	1	0
crinkling	4	3	2	1	0
quilting–machine	4	3	2	1	0
quilting–hand	4	3	2	1	0
Design/Drafting					
computer drafting–lower torso	4	3	2	1	0
hand drafting–lower torso	4	3	2	1	0
flat pattern	4	3	2	1	0
dress form	4	3	2	1	0
draping	4	3	2	1	0
fashion illustration–croque	4	3	2	1	0
fashion illustration–simple	4	3	2	1	0
gesture	4	3	2	1	0
fashion illustration–pencil	4	3	2	1	0
rendering	4	3	2	1	0
fashion illustration–garment	4	3	2	1	0
styles/design details	4	3	2	1	0
Hem Treatment					
curved	4	3	2	1	0
rolled	4	3	2	1	0
lettuce	4	3	2	1	0
serger rolled	4	3	2	1	0
mitering	4	3	2	1	0
Hemming Stitch					
invisible	4	3	2	1	0
catch stitch	4	3	2	1	0
machine–blind	4	3	2	1	0
Marking Technique					
tailors' tack	4	3	2	1	0
Neckline Treatment					
inset bands	4	3	2	1	0
tab front	4	3	2	1	0
knit collar	4	3	2	1	0
collar band	4	3	2	1	0
tunnel	4	3	2	1	0
sweetheart lining finish	4	3	2	1	0

INTERMEDIATE SKILLS/TECHNIQUES: CHECKLIST (continued) FASSKT-2

Skill/Techniques	Rating
Pocket	
zippered	4 3 2 1 0
flap for patch pocket	4 3 2 1 0
Seam	
flat-felled	4 3 2 1 0
4-point closure	4 3 2 1 0
top stitching	4 3 2 1 0
godet/gusset	4 3 2 1 0
french	4 3 2 1 0
Sleeve Treatment	
set in	4 3 2 1 0
continuous lap	4 3 2 1 0
cuffs	4 3 2 1 0
gusset	4 3 2 1 0
kimono	4 3 2 1 0
Underlying Fabric	
lining	4 3 2 1 0
underlining	4 3 2 1 0
interfacing	4 3 2 1 0
plasticizing	4 3 2 1 0
batting	4 3 2 1 0
Waistline Treatment	
facing	4 3 2 1 0
yoke	4 3 2 1 0
straight waistband	4 3 2 1 0
belt loops	4 3 2 1 0
Other	
	4 3 2 1 0
	4 3 2 1 0
	4 3 2 1 0
	4 3 2 1 0

ADVANCED SKILLS/TECHNIQUES: CHECKLIST FASSKT-3

NAME:__________________________________

STANDARD IS 3 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others *to contribute team goals.*

3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Skill/Techniques	Rating				
Baste					
diagonal	4	3	2	1	0
uneven	4	3	2	1	0
Closure					
bound buttonholes–	4	3	2	1	0
rectangular	4	3	2	1	0
bound buttonholes–triangular	4	3	2	1	0
buttonhole–keyhole	4	3	2	1	0
buttonhole–hand worked	4	3	2	1	0
buttonhole–corded	4	3	2	1	0
button–shank	4	3	2	1	0
button–backed button	4	3	2	1	0
covered snap	4	3	2	1	0
handmade eyes	4	3	2	1	0
covered buckle	4	3	2	1	0
machine eyelets	4	3	2	1	0
applied eyelet	4	3	2	1	0
frogs	4	3	2	1	0
chinese ball button	4	3	2	1	0
zipper–hand	4	3	2	1	0

Skill/Techniques	Rating				
Decorative Detail					
piping–hand made	4	3	2	1	0
sequins/beads	4	3	2	1	0
dior roses	4	3	2	1	0
couching	4	3	2	1	0
cutwork	4	3	2	1	0
bobbin couching	4	3	2	1	0
mexican tucks	4	3	2	1	0
pizza cloth	4	3	2	1	0
triple needed	4	3	2	1	0
trapaunto	4	3	2	1	0
popcorn cloth	4	3	2	1	0
arrowhead tacks	4	3	2	1	0
wing needle	4	3	2	1	0
lattice	4	3	2	1	0
stained glass	4	3	2	1	0
sharks tooth	4	3	2	1	0
Design/Drafting					
computer drafting–upper torso	4	3	2	1	0
hand drafting–upper torso	4	3	2	1	0
fashion illustration technical	4	3	2	1	0
impression	4	3	2	1	0
creating a fashion line	4	3	2	1	0
rendering colour/fabric	4	3	2	1	0
Hem Treatment					
faced/false/french	4	3	2	1	0
scalloped	4	3	2	1	0
horsehair braid	4	3	2	1	0
interfaced	4	3	2	1	0
soft padded	4	3	2	1	0
fishline	4	3	2	1	0
bound	4	3	2	1	0
bias/circular	4	3	2	1	0
jump hem	4	3	2	1	0
Hemming Stitch					
tailored	4	3	2	1	0
taped/glue	4	3	2	1	0
french tack	4	3	2	1	0

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ADVANCED SKILLS/TECHNIQUES: CHECKLIST (continued) FASSKT-3

Skill/Techniques	Rating				
Neckline Treatment					
4-point closure	4	3	2	1	0
taping	4	3	2	1	0
pad stitch	4	3	2	1	0
lapel	4	3	2	1	0
tailored collar	4	3	2	1	0
reverse understitching	4	3	2	1	0
piped	4	3	2	1	0
scalloped	4	3	2	1	0
asymmetrical	4	3	2	1	0
Pocket					
trouser	4	3	2	1	0
single welt	4	3	2	1	0
double welt	4	3	2	1	0
triangular	4	3	2	1	0
circular	4	3	2	1	0
welt flap	4	3	2	1	0
bellows	4	3	2	1	0
Seam					
bias cut	4	3	2	1	0
slot	4	3	2	1	0
corded	4	3	2	1	0
Shaping Device					
single thread dart	4	3	2	1	0
staying seams with tape	4	3	2	1	0
reinforcing	4	3	2	1	0
boning	4	3	2	1	0
lingerie strap guards	4	3	2	1	0
weights–flat, circular, leaded,	4	3	2	1	0
chain	4	3	2	1	0
sleeve head	4	3	2	1	0
shoulder pads (handmade)	4	3	2	1	0
Sleeve Treatment					
tailored sleeve placket	4	3	2	1	0
vented sleeve	4	3	2	1	0
shaped sleeve	4	3	2	1	0
point extended hem	4	3	2	1	0
cut out inset (heart/circular)					

Skill/Techniques	Rating				
Underlying Fabric					
underlining	4	3	2	1	0
interlining	4	3	2	1	0
insulating	4	3	2	1	0
Waistline Treatment					
piped	4	3	2	1	0
grosgrain	4	3	2	1	0
dropped "V" waist	4	3	2	1	0
shaped or bias	4	3	2	1	0
Special Fabric					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
Other					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0

FASHION STUDIES STANDARDS FOR INTRODUCTORY SKILLS/TECHNIQUES

FASSTD–1

Name: ______________________________

Basting

- ☐ lies flat, ends and notches match

- pin
- ☐ ends perpendicular to edge about 10 cm apart with pin heads toward edge
- ☐ pins are removed before sewing over

- hand
- ☐ pin baste
- ☐ hand baste using single thread evenly spaced on seam line removing pins as you baste
- ☐ hold pieces secure

- machine
- ☐ baste using longest stitch on machine
- ☐ stitch on seam line in direction of grain
- ☐ do not backstitch or leave long thread ends

Bulk Reduction

- grading
- ☐ trim interfacing 6 mm
- ☐ trim each consecutive layer 1 mm wider

- trimming
- ☐ cut evenly removing bulk
- ☐ cut diagonally close to stitching
- clipping and notching
- ☐ appropriate placement
- ☐ cut up to and not through stitching

Closure

- buttonholes (machine)
- ☐ buttonholes correctly and attractively spaced
- ☐ buttonholes cut correctly
- ☐ no hanging threads

- buttons (shank/flat)
- ☐ double thread
- ☐ neat
- ☐ secure
- ☐ appropriately placed
- ☐ shanked if necessary
- ☐ no hanging threads

Closure (cont'd)

- snaps, hook and eye, velcro, buckle
- ☐ double thread
- ☐ neat
- ☐ secure
- ☐ appropriately placed
- ☐ no hanging threads
- ☐ correct type, size and colour

- zippers (centred/lapped/fly)
- ☐ stitched straight, even from edge with ends secure and neat
- ☐ covered zipper and tab
- ☐ lays flat and smooth and slides easily
- ☐ appropriately placed
- ☐ suitable for fabric type/function
- ☐ seam allowance finished and caught in
- ☐ suitable zipper length
- ☐ with fly zipper, facing should not show

- ties/straps
- ☐ even width
- ☐ seam exactly on edge or centre
- ☐ well pressed
- ☐ placed correctly
- ☐ ends neatly finished
- ☐ securely attached

Decorative Detail

- ☐ neat
- ☐ appropriate
- ☐ durable
- ☐ suitable to function
- ☐ enhances project

FASHION STUDIES STANDARDS FOR INTRODUCTORY SKILLS/TECHNIQUES (continued)

FASSTD–1

Name: ______________________________

Hem Treatment

☐ width even and accurate
☐ flat and smooth
☐ hand stitching not visible from right side
☐ well pressed
☐ secure
☐ appropriate technique
☐ applied correctly

Marking Technique

☐ marking technique suitable for fabric
☐ accurately placed and correct technique
☐ mark not visible on finished project

Neckline Treatment

☐ accurately stitched with no puckers
☐ bulk reduced and clipped/notched
☐ finished neckline on neck edge
☐ interfaced if necessary
☐ understitched if necessary
☐ uniform shape
☐ well pressed with seams rolled to underside
☐ lies properly
☐ sharp points
☐ facing edge finished and tacked down
☐ appropriately shaped
☐ straight topstitching
☐ ribbing applied evenly with no ripples, not pressed, seam finished and secured

Pattern and Layout

☐ pattern correctly laid out and secured
☐ correct alterations made before pattern layout
☐ notches should be identified
☐ cut accurately

Pocket

☐ accurately placed
☐ pairs matched
☐ topstitched evenly and neatly
☐ functional opening
☐ reinforced
☐ seam finished
☐ uniform shape
☐ hem/lining does not show
☐ lays flat with no roll, twist nor pull

Repair Technique

☐ neat
☐ appropriate
☐ durable
☐ suitable to function
☐ enhances project

Seam

☐ uniform and appropriate stitch, length, and tension
☐ directional stitching – no rippling
☐ pressed flat and smooth with no imprints
☐ appropriate seam width with no hanging threads
☐ coordinating thread colour
☐ appropriate needle and thread type/size
☐ well secured
☐ fabric patterns matching
☐ stress seams reinforced

Seam Finishing

☐ proper finish for fabric/project/function
☐ coordinating thread color
☐ neatly done with no hanging threads

Shaping Device

• stay stitching
☐ correct stitch length
☐ accurately placed
☐ directional done on all curved seams

FASHION STUDIES STANDARDS FOR INTRODUCTORY SKILLS/TECHNIQUES (continued)

FASSTD–1

Name: ____________________________

Shaping Device (cont'd)

- dart

☐ straight stitch, tapered with no buckle
☐ matching darts are identical in size and angle
☐ secured at both ends
☐ pressed in right direction with no imprinting
☐ pressed flat
☐ uniform and appropriate stitch length and tension

- gathering/easing/ruffles

☐ evenly gathered, no folds nor tucks
☐ correctly pressed
☐ no thread showing on right side
☐ free edges are neatly finished

- notching/clipping

☐ correct placement and size

- understitching

☐ correct stitch length and tension
☐ placed close to seam catching the seam allowance
☐ coordinating thread colour

- pleats/tucks

☐ well secured
☐ pressed in correct direction with no imprinting
☐ straight, even folds
☐ no hanging threads
☐ topstitching straight and consistent

Sleeve Treatment

☐ placed correctly in armhole
    ☐ smooth, unpuckered
    ☐ tucks/darts uniform in size and evenly spaced
    ☐ evenly gathered
☐ notches, slots and underarm seams appropriately matched
☐ underarm seam allowance trimmed and reinforced
☐ well pressed
☐ bottom edge neatly and appropriately finished
☐ no gathering stitches showing on right side
☐ hand stitching if any is uniform size and shows as little as possible
☐ sleeve seam allowances finished

Waistline Treatment

☐ even and correct width
☐ neatly sewn
☐ elastic joined correctly and not twisted
☐ opening neatly closed

Yarn Arts

☐ neat
☐ appropriate
☐ durable
☐ correct technique
☐ consistent tension

FASHION STUDIES STANDARDS FOR INTERMEDIATE SKILLS/TECHNIQUES

FASSTD–2

Name: ______________________________

Closure

- button loops
  - ☐ size of loop allows garment sections to meet correctly
  - ☐ appropriate thickness for button/fabric
  - ☐ loop seam positioned at inner edge
  - ☐ located in low stress areas
  - ☐ correctly incorporated into seam or correctly attached to finished edge
  - ☐ securely attached
  - ☐ fits the size of button
  - ☐ all uniform sized loops
  - ☐ evenly spaced
  - ☐ no loose threads
  - ☐ aligns correctly to button
- covered buttons
  - ☐ neatly covered
  - ☐ attached securely
  - ☐ no hanging threads
  - ☐ double thread
  - ☐ appropriately placed
  - ☐ coordinates with garment design and fabric
  - ☐ button aligns with buttonhole or button loop
  - ☐ fits buttonhole or button loop
- extended snaps
  - ☐ appropriately placed
  - ☐ correctly attached
  - ☐ neat appearance
  - ☐ secure
  - ☐ correct type, size and colour
  - ☐ no hanging threads
  - ☐ concealed application
  - ☐ attached to appropriate tape
  - ☐ stitches do not penetrate face of garment
- zipper underlay
  - ☐ underlay is the same length as the zipper
  - ☐ underlay raw edges are finished
  - ☐ underlay correctly placed and attached to zipper
  - ☐ zipper and underlay lay flat and smooth
  - ☐ suitable for fabric type/function
  - ☐ straight stitching, even from edge
  - ☐ secure
  - ☐ neat appearance
- zipper–invisible
  - ☐ suitable for garment design and fabric
  - ☐ suitable zipper length
  - ☐ concealed teeth and tape
  - ☐ correctly inserted using special sewing machine attachment
  - ☐ slides easily
  - ☐ secure
  - ☐ lays flat and smooth
  - ☐ seam allowance finished
- zipper–exposed/separating
  - ☐ lays flat and smooth
  - ☐ slides easily
  - ☐ appropriately placed
  - ☐ suitable for fabric type/function
  - ☐ seam allowance finished and caught in
  - ☐ suitable zipper length
  - ☐ stitched straight, even from edge
  - ☐ bottom ends line up
  - ☐ no gap at zipper top
  - ☐ backstitching is not noticeable on right side
  - ☐ neat appearance

Decorative Detail

- cutting/joining bias
  - ☐ cut correctly (45°)
  - ☐ even in width
  - ☐ joined correctly
  - ☐ secure seams
  - ☐ pressed flat
  - ☐ seam allowance trimmed to eliminate bulk
- ready-made piping
  - ☐ attached correctly in seam
  - ☐ evenly attached the entire seam length
  - ☐ no raw edges exposed
  - ☐ lays smooth with no puckers
  - ☐ coordinates with the fabric

FASHION STUDIES STANDARDS FOR INTERMEDIATE SKILLS/TECHNIQUES (continued)

FASSTD–2

Name: ______________________________

Decorative Detail (continued)

- ready-made piping (continued)
☐ enhances project
☐ neat appearance
☐ joining correctly
- lace/ribbon/flat or fold over braid/fabric
☐ neatly attached
☐ appropriate
☐ enhances project
☐ reinforced neatly at ends
☐ good tension
- twin needle stitching/tucks
☐ neat
☐ appropriate for fabric
☐ uniform and appropriate stitch, length and tension
☐ enhances project
☐ pressed flat and smooth
☐ reinforced neatly at ends with no hanging threads
☐ coordinating thread colour
- spaghetti straps
☐ neat
☐ even in width
☐ attached neatly
☐ seam exactly on edge or centre
☐ placed correctly
☐ securely attached
- ruffles, shirring
☐ stitching is straight and even
☐ ample fullness
☐ smooth, even distribution of gathers
☐ free edges of ruffle neatly finished
☐ seam allowance finished
☐ no gathering stitches showing on garment right side
☐ no loose threads
☐ seam has been pressed
- decorative machine stitching/decorative hand stitching
☐ neat
☐ appropriate
☐ durable
☐ suitable to function
☐ enhances project
☐ good tension
☐ thread ends neatly secured
- sculpting, tufting, buttoning, hand made tassels, ribbon roses, crinkling
☐ neat
☐ appropriate
☐ durable
☐ enhances project
☐ correctly made
- quilting by hand or machine
☐ neat
☐ appropriate
☐ durable
☐ enhances project
☐ even, consistent stitches

Design/Drafting

- computer drafted patterns: lower torso
☐ accurate
☐ pattern shape reflects design concept
☐ clean corners
☐ correct line type
☐ smooth arcs and curves
☐ incorporated appropriate symbols
☐ incorporated essential pattern identification
☐ incorporated essential cutting and layout information
☐ layout is efficient
☐ fabric measurement is calculated correctly
☐ pattern plotted to correct size

Name: ______________________________

Design/Drafting (continued)

- hand-drafted patterns: lower torso
☐ accurate
☐ pattern shape reflects design concept
☐ clean corners and correct lines
☐ incorporated appropriate symbols
☐ incorporated essential pattern identification
☐ incorporated essential cutting and layout information
☐ layout is efficiently planned
☐ fabric measurement is correctly calculated
- flat pattern
☐ accurate measuring
☐ correct technique
☐ reflects desired design
☐ redrawing of new lines
☐ incorporation of new symbols, pattern identification, cutting and layout information
☐ layout efficiently planned
☐ fabric measurement correctly calculated
- dress form
☐ correct use of supplies to make dress form
☐ accurate placement of tape
☐ incorporated information (such as neckline, shoulder width, bust location, etc.) on dress form
☐ correct removal of dress form
☐ correct assembly of dress form
☐ correct finishing techniques
- draping
☐ characteristic folds of soft fabric
☐ properly held in place
☐ reflects desired design and function

Design/Drafting (continued)

- fashion illustration–croquis/simple gesture/sketching technique/pencil rendering
☐ correct use of tools (pencils, pens, paper, ruler)
☐ accurate proportions in technical figure using specific proportions and grid
☐ incorporation of roundness to croquis
☐ incorporation of simple gesture
☐ identification of garment styles and design detail in fashion illustrations
☐ thumbnail sketch of rendered fabric
☐ neatly drawn
☐ line quality

Hem Treatment

- curved
☐ flat and smooth with no ripples or pleats
☐ parallel to floor during wear
☐ excess bulk at hem, upper edge has been evenly distributed and eliminated
☐ hemming method is appropriate for fabric and style
☐ even in depth
☐ neat hem appearance on right side
☐ raw edges of hem are finished appropriately
- rolled
  ☐ very narrow (.3 to .4 cm deep) hem
☐ stitch is hidden under rolled edge
☐ flat and smooth with no ripples or pleats
☐ appropriate for fabric and style
☐ even width
☐ neat
☐ evenly stitched

FASHION STUDIES STANDARDS FOR INTERMEDIATE SKILLS/TECHNIQUES (continued) **FASSTD–2**

Name: ______________________________

Hem Treatment (continued)

- lettuce
  - ☐ appropriate for fabric and style
- ☐ evenly stitched with appropriate thread and stitch length
- ☐ correct procedure followed
- serger rolled
- ☐ free from puckers and skipped/broken stitches
- ☐ correct stitch length and width
- ☐ smooth, well covered edge
- ☐ free from frayed or hanging threads
- ☐ appropriate for fabric and style
- ☐ neat/attractive on both sides
- ☐ secure and inconspicuous joinings
- ☐ enhances appearance
- ☐ corners correctly done and neatly turned
- mitering
- ☐ seam joining hem and facing is 45°
- ☐ trimmed to reduce bulk
- ☐ pressed well

Hemming Stitch

- invisible, catch stitch, machine-blind
- ☐ appropriate stitch for fabric and garment style
- ☐ correctly and neatly done
- ☐ appropriate thread choice
- ☐ inconspicuous on right side
- ☐ knot is hidden under hem edge
- ☐ single thread used
- ☐ stitches are evenly spaced approximately 1.5 cm apart

Marking Technique

- tailors' tacks
- ☐ marking technique suitable for fabric
- ☐ accurately placed
- ☐ correct technique

Neckline Treatment

- inset band/tab front
- ☐ fits the garment smoothly
- ☐ threads are clipped
- ☐ enclosed seam allowances are trimmed to eliminate bulk
- ☐ interfaced
- ☐ pressed
- ☐ cut on straight of grain
- ☐ square top and bottom edges, even width
- ☐ topstitching, if any, is even and neat
- ☐ hand stitching, if any, is inconspicuous with no knot showing
- knit collar
- ☐ even width
- ☐ band is joined before being set in neckline
- ☐ correct length for neckline
- ☐ seams are neatly finished
- collar band
- ☐ accurately stitched to garment/collar with no puckering; centred
- ☐ bulk reduced and clipped
- ☐ interfaced if necessary
- ☐ uniform shape; even in width
- ☐ well pressed
- ☐ lays properly
- ☐ ends of band are smoothly curved and symmetrical
- ☐ no visible raw edges
- ☐ cut on straight of grain
- ☐ does not extend beyond edge of neck seam
- ☐ topstitching if done is even from edge
- ☐ threads are clipped

FASHION STUDIES STANDARDS FOR INTERMEDIATE SKILLS/TECHNIQUES (continued)

FASSTD–2

Name: ____________________________________

Neckline Treatment (continued)

- tunnel
  - ☐ appropriate for fabric
  - ☐ raw edges are concealed for neat worn look
  - ☐ accurately stitched with no puckers
  - ☐ even width
  - ☐ lays properly
  - ☐ threads are clipped
- sweetheart lining finish
  - ☐ lining lays smoothly on wrong side with no puckers or ripples
  - ☐ lining has been understitched
  - ☐ neckline has been interfaced
  - ☐ inside seam allowances trimmed, clipped and graded
  - ☐ each side is smoothly curved and symmetrical
  - ☐ lining has been cut on grain
  - ☐ threads are clipped
  - ☐ well pressed

Pocket

- zippered
  - ☐ zipper same length as pocket width
  - ☐ zipper positioned evenly in pocket opening
  - ☐ even topstitching
  - ☐ threads are clipped
  - ☐ zipper lays smooth in pocket
- flap for patch pocket
  - ☐ cut on grain and fabric design matched
  - ☐ accurately placed
  - ☐ even and neat topstiching
  - ☐ paired flaps are the same size/shape
  - ☐ lays flat
  - ☐ hem lining does not show
  - ☐ if corners are present they are true
  - ☐ if curves are present they are smooth and symmetrical
  - ☐ covers patch pocket
  - ☐ enclosed seams layered to eliminate bulk

Seam

- flat-felled
  - ☐ two even stitching lines visible the entire length of seam
  - ☐ appropriate stitch length and tension
  - ☐ seam lays flat
  - ☐ appropriate for fabric type and garment
  - ☐ thread colour coordinates with fabric
  - ☐ neat
  - ☐ free from loose threads
  - ☐ pressed flat
- 4-point closure
  - ☐ all four seams match at the same position
  - ☐ seam allowances trimmed to eliminate bulk
  - ☐ well pressed
- topstitching
  - ☐ correct stitch length and tension
  - ☐ coordinating thread colour
  - ☐ even stitching
  - ☐ the same stitch length/colour as all other topstitching in garment
  - ☐ neatly secured
  - ☐ enhances the garment
- godet/gusset
  - ☐ straight of grain in centre
  - ☐ reinforced point
  - ☐ seams pressed toward garment away from godet
  - ☐ appropriate technique for fabric type and garment
  - ☐ smooth insertion at point
  - ☐ free from bulk
  - ☐ pressed flat
- french
  - ☐ neat
  - ☐ narrow, even seam width
  - ☐ enclosed seam is trimmed
  - ☐ appropriate seam finish for fabric type and garment

FASHION STUDIES STANDARDS FOR INTERMEDIATE SKILLS/TECHNIQUES (continued)

FASSTD–2

Name: ______________________________

Sleeve Treatment

- set in
  - ☐ approved procedure followed
  - ☐ tucks, if any, uniform in size and evenly spaced
  - ☐ darts, if any, tapered to point
  - ☐ gathers, if used, evenly distributed
  - ☐ smooth insertion free from tucks with the excess being eased evenly between notches
  - ☐ finished seam allowances
  - ☐ sleeve set in with notches/dots matched
  - ☐ threads clipped
  - ☐ hem appropriately finished
  - ☐ grainline hangs straight
  - ☐ good fit
- continuous lap
  - ☐ neat
  - ☐ durable reinforced point with no fraying
  - ☐ accurate stitching on edge of binding
  - ☐ smooth even lap
  - ☐ appropriate for fabric type
  - ☐ end of placket stitched to keep placket in position
  - ☐ remains on wrong side of garment
- cuffs
  - ☐ interfaced
  - ☐ ends of cuff identical in size and shape
  - ☐ ends finished neatly
  - ☐ edges smooth and flat with no seam showing
  - ☐ if topstitched, stitching is even, straight and balanced in tension
  - ☐ if topstitched, stitch length is consistent with other topstitching on garment
  - ☐ seam allowance neatly enclosed in cuff
- kimono
  - ☐ shoulder seam is smooth with no stretching
  - ☐ sufficient ease
  - ☐ well pressed
  - ☐ sufficient underarm reinforcement in fitted kimono sleeves
  - ☐ appropriate choice of fabric

Underlying Fabric

- lining
  - ☐ fits smoothly inside garment
  - ☐ neat appearance
  - ☐ complements the outer fabric in weight, colour and care
  - ☐ hem allows for body movement
  - ☐ does not show on right side
  - ☐ appropriate procedure followed
  - ☐ inconspicuous hand stitching
  - ☐ bar tack, if used, neat
  - ☐ well pressed
  - ☐ finished seams
  - ☐ cut on straight of grain
  - ☐ threads clipped
- underlining
  - ☐ complements the outer fabric in weight, colour and care
  - ☐ fits smoothly and evenly with outer fabric with no pulling or tucking
  - ☐ appropriate procedure followed
  - ☐ well pressed
  - ☐ finished seams
  - ☐ threads clipped
  - ☐ cut on straight of grain
- interfacing
  - ☐ complements the outer fabric in weight, method of application, colour and care
  - ☐ does not show through to right side
  - ☐ adds shaping, body, support, or reinforcement
  - ☐ appropriate procedure followed
- plasticizing
  - ☐ appropriate for fabric type
  - ☐ correctly and firming applied
  - ☐ free from bubbles

FASHION STUDIES STANDARDS FOR INTERMEDIATE SKILLS/TECHNIQUES (continued) FASSTD–2

Name: ______________________________

Underlying Fabric (continued)

- batting
  - ☐ cut accurately
- ☐ attached correctly
- ☐ suitable thickness/weight
- ☐ anchored regularly to upper and lower fabrics
- ☐ excess removed from seam allowances/corners
- ☐ enhances appearance
- ☐ good tension when anchoring

Waistline Treatment

- facing
- ☐ smooth flat application
- ☐ constructed of good quality fabric cut on straight of grain
- ☐ seams layered, clipped and understitched
- ☐ pressed well
- ☐ inconspicuously hand stitched to inside seam allowances
- ☐ waistline and facing seams match
- ☐ finished outer edge
- ☐ interfaced
- ☐ curved seams sewn smooth
- ☐ free from tucks
- ☐ threads clipped
- yoke
- ☐ appropriate application procedure
- ☐ cut on-grain
- ☐ corners, if any, are square
- ☐ topstitching, if any, evenly stitched and balanced in tension
- ☐ topstitching, if any, consistent to other topstitching in garment
- ☐ seam allowances layered/clipped and enclosed
- ☐ well pressed
- ☐ fits properly

Waistline Treatment (continued)

- straight waistband
- ☐ edges smooth and flat with no seam showing
- ☐ smooth flat application
- ☐ seam allowances layered
- ☐ seam allowance neatly enclosed in waistband
- ☐ interfaced
- ☐ appropriate procedure followed
- ☐ overlap and underlap neatly finished and correctly positioned for placement of fasteners
- ☐ cut on straight of grain
- ☐ well pressed
- ☐ even width for the entire length
- ☐ no hanging threads
- ☐ if topstitched, stitch length even, straight and balanced in tension
- ☐ if topstitched, stitch length consistent with other topstitching on garment
- belt loops
- ☐ identical in construction and size
- ☐ evenly spaced
- ☐ sufficient in number to keep belt in place
- ☐ if topstitched, stitch length even, straight and balanced in tension
- ☐ well pressed
- ☐ threads clipped
- ☐ securely attached

Surface Embellishment

- ☐ neat
- ☐ appropriate
- ☐ durable
- ☐ suitable to function
- ☐ enhances project

FASHION STUDIES STANDARDS FOR ADVANCED SKILLS/TECHNIQUES

FASSTD–3

Name: ____________________________________

Basting

- diagonal/uneven
- ☐ lays flat
- ☐ hand basted using correct technique
- ☐ diagonal stitches made parallel producing diagonal floats
- ☐ close diagonal basting adding more control to shape
- ☐ uneven 2.5 cm apart usually being temporary

Closure

- bound buttonhole–rectangular, triangular
- ☐ suitable for fabric and garment design
- ☐ neat and aesthetically pleasing
- ☐ reinforced at ends securing the seam lines and clipping
- ☐ cut on bias or straight of grain
- ☐ folded fabric matches, contrasts, is corded or flat
- ☐ correct application
- ☐ rectangular buttonhole, square ends and even in width
- ☐ triangular buttonholes, symmetrical on each side of opening
- ☐ well pressed
- ☐ no hanging threads
- ☐ backside correctly and neatly finished and attached to front
- ☐ line up correctly with button
- ☐ fit the button size
- buttonholes–keyhole, hand worked, corded
- ☐ suitable for fabric and garment design
- ☐ correctly aligned with buttons
- ☐ stitched securely with no fraying or loose threads
- ☐ fit the button size
- ☐ neat appearance
- ☐ interfaced
- ☐ evenly spaced
- ☐ appropriate distance from garment edge
- ☐ correctly made

Closure (continued)

- buttons–shank/backed
- ☐ coordinate with fabric
- ☐ spaced correctly for their size and use
- ☐ placed at stress points
- ☐ securely attached
- ☐ no loose hanging threads or knots
- ☐ thread shank added to eye button if fabric is thick
- ☐ backed button lines up with eye button
- covered snap, hand-made eyes, covered buckle, machine eyelets, applied eyelets, frogs, chinese ball button
- ☐ hand stitching inconspicuous
- ☐ neat appearance
- ☐ no raw fabric edges exposed on covered fasteners
- ☐ appropriate for fabric and garment
- ☐ durable or securely attached
- ☐ enhances project
- ☐ correctly made
- ☐ allow garment to lay flat
- ☐ no loose threads
- zipper—hand
- ☐ suitable zipper weight and colour
- ☐ suitable closure for fabric and garment style
- ☐ securely machine stitched to seam edges
- ☐ inconspicuous hand prick stitch correctly made in matching thread
- ☐ secure prick stitch correctly made in matching thread
- ☐ no machine stitches visible on right side
- ☐ lays flat
- ☐ neat appearance
- ☐ evenly attached the entire seam length
- ☐ no raw edges exposed

FASHION STUDIES STANDARDS FOR ADVANCED SKILLS/TECHNIQUES (continued)

FASSTD–3

Name: ________________________________

Decorative Detail

☐ neat, attractive
☐ correctly made
☐ suitable to fabric and project
☐ enhances project
☐ appropriate tension
☐ durable
☐ seams secured and thread tails clipped

Design/Drafting

- computer-drafted patterns: upper torso

☐ accurate
☐ pattern shape reflects design concept
☐ clean corners
☐ correct line type
☐ smooth arcs and curves
☐ incorporated appropriate symbols
☐ incorporated essential pattern identification
☐ incorporated essential cutting and layout information
☐ nest of sizes is correctly graded
☐ layout is efficient
☐ fabric measurement is calculated correctly
☐ pattern plotted to correct size
☐ hand-drafted patterns: upper torso
☐ accurate
☐ pattern shape reflects design concept
☐ clean corners and correct lines
☐ incorporated appropriate symbols
☐ incorporated essential pattern identification
☐ incorporated essential cutting and layout information
☐ layout efficiently planned
☐ fabric measurement correctly calculated

Design/Drafting (continued)

- fashion illustration/technical impression/creating a fashion line/rendering colour and fabric

☐ sketches technical drawings which incorporates construction details of design
☐ creates impressionistic drawings that project visual messages
☐ creates various fashion illustrations for fashion line
☐ rendering of fabric
☐ rendering of colour
☐ neatly drawn
☐ line quality
☐ attractive, neat
☐ creative presentation

Hem Treatment

- faced/false/scalloped/horsehair braid

☐ suitable fabric or horsehair braid used
☐ enclosed seams layered and clipped if curved
☐ understitched to keep hem fabric on wrong side
☐ pressed well
☐ hem stitched correctly and neatly
☐ appropriate thread choice
☐ smooth flat hem edge
☐ if scalloped, curves are symmetrical and even
☐ inconspicuous on right side

- interfaced hem/soft padded
    - ☐ complements outer fabric in weight, method of application, colour and care
    - ☐ does not show through to right side
    - ☐ adds body, support or a cushion for hand stitching

FASHION STUDIES STANDARDS FOR ADVANCED SKILLS/TECHNIQUES (continued) FASSTD-3

Name: ____________________

Hem Treatment (continued)

- interfaced hem/soft padded (continued)
  - ☐ appropriately attached to hem edge
  - ☐ pressed well
  - ☐ hem stitched correctly and neatly
  - ☐ appropriate thread choice
- fishline rolled serged edge
  - ☐ appropriate for fabric type and garment design
  - ☐ fishline totally enclosed
  - ☐ correct method of application
  - ☐ secure and inconspicuous joining
  - ☐ smooth well covered edge
  - ☐ free from puckers and skipped/broken stitches
  - ☐ correct stitch length and width
  - ☐ neat, attractive, enhances appearance
- bound
  - ☐ raw edge totally enclosed
  - ☐ even in width, equally visible on wrong and right side
  - ☐ appropriate for fabric type and garment design
  - ☐ neatly applied catching both sides of binding to raw edge of garment
  - ☐ correct method of application
  - ☐ narrow
  - ☐ not bulky
- bias, circular
  - ☐ hem line parallel to floor during wear
  - ☐ narrow, even hem depth
  - ☐ flat and smooth with no ripples or stretch
  - ☐ excess bulk eliminated by basting and careful distribution of excess fabric
  - ☐ appropriate for garment fabric and style
  - ☐ evenly stitched with appropriate thread and stitch length

Hem Treatment (continued)

- jump hem
  - ☐ 2 cm ease added to hem length for comfort and movement
  - ☐ neat inconspicuous attachment to garment
  - ☐ no show of lining from the right side

Hemming Stitch

- tailored/taped/glue/french tack
  - ☐ appropriate technique for fabric and garment style
  - ☐ correct method of application
  - ☐ inconspicuous on right side
  - ☐ neat appearance on wrong side

Neckline Treatment

- 4-point closure/lapel
  - ☐ all four seams meet at the same place
  - ☐ seam allowances are trimmed to eliminate bulk
  - ☐ well pressed with seam on edge
  - ☐ appropriate technique for fabric and garment style
  - ☐ correct method of application
  - ☐ flat, neat appearance
- taping
  - ☐ correctly placed on roll line of collar and lapel
  - ☐ correctly whip stitched to interfacing
  - ☐ correctly placed on seam edges
  - ☐ flat, with no overlapping at corners
- pad stitch
  - ☐ correct hand stitch varying the length depending on required shaping
  - ☐ catching interfacing and one thread of fabric for an inconspicuous joining
  - ☐ thread matches fabric in colour

FASHION STUDIES STANDARDS FOR ADVANCED SKILLS/TECHNIQUES (continued)

FASSTD–3

Name: ____________________________________

Neckline Treatment (continued)

- lapel/tailored collar
  - ☐ attractive corners
  - ☐ correct molding (shaping)
  - ☐ layered, clipped and under stitched
  - ☐ correctly pressed to set the shape
  - ☐ accurately joined so seams meet at inside corner of collar/lapel
- reverse understitching
  - ☐ holds seams on two front edges to inside of garment
  - ☐ thread matches fabric
  - ☐ grading/clipping done before understitching
  - ☐ straight, even and sewn close to seam
  - ☐ secure at ends
  - ☐ pressed flat
  - ☐ begins where lapel rolls and ends at hem
- piped
  - ☐ attached correctly in seam
  - ☐ evenly attached for the entire seam length
  - ☐ no raw edges exposed
  - ☐ joinings made correctly
  - ☐ lays smoothly with no puckers
  - ☐ coordinates with fabric type and colour
  - ☐ enhances project
  - ☐ neat appearance
- scalloped, asymmetrical
  - ☐ lining or facing lays smoothly on wrong side with no puckers or ripples
  - ☐ lining or facing understitched
  - ☐ inside seam allowances trimmed, clipped and graded
  - ☐ neckline interfaced
  - ☐ smooth flat neckline with desired shape
  - ☐ threads are clipped
  - ☐ well pressed

Pocket

- trouser, single welt, double welt, triangular, circular
  - ☐ functional pocket located in place for use
  - ☐ pocket depth and opening large enough to insert hand
  - ☐ cut on grain matching fabric design in garment
  - ☐ if cut on bias, stabilized using interfacing
  - ☐ pocket location on garment interfaced
  - ☐ straight even stitching when attaching welt fabric
  - ☐ carefully clipped to seam ends to prevent holes and puckers
  - ☐ fabric triangles securely stitched to prevent holes
  - ☐ fold of single welt lays smooth against seam line
  - ☐ folds of double and triangular welts meet at centre of opening
  - ☐ folds of circular welt placed in attractive position, with welts meeting
  - ☐ chosen pocket enhances garment fabric and style
  - ☐ correct application
  - ☐ appropriate technique for fabric type
  - ☐ fashion fabric applied to pocket lining directly beneath opening to prevent a show of lining
  - ☐ lining fits pocket
  - ☐ lining fabric complements fashion fabric in weight, colour and care
  - ☐ finished lining seam allowances
  - ☐ pressed flat with no imprinting
  - ☐ neat and appropriate appearance
  - ☐ neat with no hanging threads
  - ☐ no seam lines from previous assembly steps

FASHION STUDIES STANDARDS FOR ADVANCED SKILLS/TECHNIQUES (continued)

FASSTD–3

Name: ______________________________

Pocket (continued)

- welt flap
  - ☐ interfaced
  - ☐ cut on grain and matching fabric design in garment
  - ☐ if cut on bias stabilized to prevent distortion
  - ☐ enclosed seam allowances graded
  - ☐ same length as welt
  - ☐ completely covers the opening
  - ☐ lays flat
  - ☐ if topstitched, straight, even stitching
  - ☐ pressed flat
  - ☐ paired flaps identical in appearance
  - ☐ correct application
- bellows
  - ☐ attractively placed on garment
  - ☐ pocket length and depth large enough for hand insertion
  - ☐ cut on grain with fabric designs matched
  - ☐ side piece even in width
  - ☐ corners true
  - ☐ no exposed raw edges
  - ☐ enclosed seams graded
  - ☐ smooth and symmetrical curves
  - ☐ even straight top stitching with complementary thread colour, appropriate stitch length and balanced tension
  - ☐ topstitching appearance identical to other top stitching in garment
  - ☐ paired pockets identical in appearance
  - ☐ reinforced at top edges
  - ☐ free from hanging threads
  - ☐ well pressed
  - ☐ buttons/decorations neatly applied

Seam

- bias cut
  - ☐ smooth seam free from ripples and diagonal wrinkles
  - ☐ flat with no sewn in tucks
  - ☐ evenly stitched seam
  - ☐ stitched with correct stitch length
  - ☐ pressed
  - ☐ threads removed
  - ☐ appropriate for fabric, seam position and care requirements
- slot
  - ☐ suitable to fabric, garment, location and care
  - ☐ enhances garment
  - ☐ even parallel stitching and folds
  - ☐ topstitched with complementary thread colour, appropriate stitch length and balanced tension
  - ☐ topstitching appearance identical to other top stitching in garment
  - ☐ smooth and flat
  - ☐ underlay even in width
  - ☐ underlay complements fashion fabric
  - ☐ finished seam allowances
- corded
  - ☐ correct assembly of cording
  - ☐ cord thickness complements garment and fabric
  - ☐ correctly sewn in seam
  - ☐ even amount of cord obvious on right side
  - ☐ no raw edges exposed
  - ☐ joinings made correctly
  - ☐ lays smoothly with no puckers
  - ☐ coordinates with fabric type and colour
  - ☐ enhances project
  - ☐ neat appearance

FASHION STUDIES STANDARDS FOR ADVANCED SKILLS/TECHNIQUES (continued)

FASSTD–3

Name: ______________________________

Shaping Device

- single-thread dart
- ☐ stitched from point to end
- ☐ correct sewing machine set up
- ☐ stitch length appropriate to fabric
- ☐ thread matches fabric type and colour
- ☐ free from dimples or bubbles
- ☐ matching darts at dart end are identical
- staying seams with tape, reinforcement, boning
- ☐ seam allowances pressed open with tape or ribbon stitched neatly to each side
- ☐ tape correctly and neatly sewn in seam
- ☐ adds strength or shaping to seam
- ☐ boning positioned and shaped correctly in garment
- ☐ seam allowances finished before tape or boning is added
- ☐ seam on right side smooth with no evidence of tape reinforcement nor boning
- lingerie strap guards
- ☐ neatly hand stitched to underside of shoulder seam
- ☐ socket part of snap sewn to seam
- ☐ ball part of snap attached to thread chain or seam tape anchored to shoulder seam 3–4 cm away
- ☐ located in correct position to be functional
- ☐ no evidence of guard on right side of garment
- ☐ matching thread colour
- ☐ neat appearance
- weights, flat, circular, leaded, chain
- ☐ suitable kind, weight and size for fabric
- ☐ enclosed in hem
- ☐ not visible on right side
- ☐ easily removed for cleaning of garment

Shaping Device (continued)

- sleeve head
- ☐ made of soft fabric
- ☐ folded, centred and neatly hand stitched to sleeve cap
- ☐ supports and rounds out sleeve cap
- shoulder pads
- ☐ constructed of suitable material such as fleece
- ☐ thickness determined by purpose, garment, individual body shape and preference
- ☐ fleece layers cut in graduated layers
- ☐ fleece layers loosely hand basted together
- ☐ shaped by steam pressing over a hem
- ☐ placed under shoulder seam with longer side to back and straight edge extending
- 5–8 cm into sleeve:
- ☐ hand stitched to shoulder and upper sleeve seam
- ☐ enhances appearance of garment of shoulder and sleeve
- ☐ no evidence on right side of a should pad
- ☐ smooth rounded appearance

Sleeve Treatment

- tailored sleeve placket/vented sleeve
- ☐ suitable for fabric and garment design
- ☐ stitched securely at points and corners with no holes or fraying
- ☐ smooth flat, neat appearance
- ☐ overlapped two sides even in length
- ☐ underlap not visible on finished placket
- ☐ when closed, vent or placket face outside of arm
- ☐ finished neatly by inconspicuous hand stitching
- ☐ neat straight topstitching if done on placket
- ☐ pressed well
- ☐ vent interfaced

FASHION STUDIES STANDARDS FOR ADVANCED SKILLS/TECHNIQUES (continued)

FASSTD–3

Name: ________________________________

Sleeve Treatment (continued)

- shaped sleeve, point extended hem, cut out inset
- ☐ lining or facing lays smoothly on wrong side with no puckers nor ripples
- ☐ layered, clipped if curved and understitched
- ☐ interfaced
- ☐ hem edge is smooth and shaped according to desired look
- ☐ well pressed
- ☐ suitable style for fabric and garment design
- ☐ neat appearance

Underlying Fabric

- underlining
- ☐ complements the outer fabric in weight, colour and care
- ☐ fits smoothly and evenly with outer fabric with no pulling or tucking
- ☐ appropriate procedure followed
- ☐ well pressed
- ☐ finished seams
- ☐ threads clipped
- ☐ cut on grain
- ☐ prevents imprinting and hand stitching showing on fashion fabric
- interlining/insulating
- ☐ light weight
- ☐ adds warmth to garment
- ☐ does not feel bulky nor add dimension
- ☐ care requirements similar to other fabrics
- ☐ has extra wearing ease because of added thickness
- ☐ attached correctly
- ☐ not visible from garment exterior nor from lining interior

Waistline Treatment

- piped
- ☐ attached correctly in seam
- ☐ evenly attached the entire seam length

Waistline Treatment (continued)

- piped (continued)
- ☐ no exposed raw edges
- ☐ lays smooth with no puckers
- ☐ coordinates with the fabric
- ☐ enhances project
- ☐ joined correctly
- ☐ neat appearance
- ☐ layered seams eliminating bulk
- ☐ waist seam allowances finished according to fabric type
- grosgrain
- ☐ if used as facing, pressed with steam to fit waist curve
- ☐ garment staystitched and layered
- ☐ grosgrain neatly machine stitched to waist curve
- ☐ understitched
- ☐ neatly hand stitched at opening edges
- ☐ hand tacked at all seams and darts
- ☐ if used in waistband, topstitched neatly to right side of part which is worn next to body
- ☐ neatly hand stitched to waist seam enclosing all raw edges
- ☐ well pressed
- ☐ neat appearance
- dropped V waist, shaped or bias
- ☐ waistline edge staystitched
- ☐ all side seams on upper and lower sections matched
- ☐ fullness, if present, evenly distributed, sewn with no visible basting on right side
- ☐ v–waist, if present, in centre of front/back and is clipped and reinforced with stitching
- ☐ shaped waist, if present, clipped frequently
- ☐ seam allowances trimmed and finished
- ☐ seam flat and smooth with no distortion
- ☐ seam stayed with tape
- ☐ pressed well
- ☐ neat appearance

PRACTICAL LAB EXPERIENCES: READY, SET, SEW! FAS1030–1

Student Name: ______________________ Date: ______________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Investigative Techniques	4 3 2 1 0 N/A
Production Skills/Techniques	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 **meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.** ***Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:
- ☐ selects an appropriate level project
- ☐ prepares a project plan/schedule
- ☐ organizes work in an orderly manner
- ☐ carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ meets clean up standard

Teamwork:
- ☐ cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment
- ☐ selects and uses appropriate tools and equipment
- ☐ names and explains the function of sewing machine parts
- safely and proficiently uses:
  - ☐ sewing machine
  - ☐ pressing equipment
  - ☐ cutting tools
- ☐ returns tools and equipment to storage areas

Investigative Techniques
- identifies:
  - ☐ woven fabrics
  - ☐ nonwoven fabrics
  - ☐ knit fabrics
  - ☐ care symbols

Production Skills/Techniques
- demonstrates a minimum of five of the following skills using a technique (refer to Introductory Skills/Techniques Checklist FASSKT–1):

Skills	Techniques
☐ basting	• ____________
☐ bulk reduction	• ____________
☐ closure	• ____________
☐ decorative detail	• ____________
☐ hem treatment	• ____________
☐ neckline treatment	• ____________
☐ pocket	• ____________
☐ seam	• ____________
☐ seam finishing	• ____________
☐ shaping device	• ____________
☐ sleeve treatment	• ____________
☐ waistline treatment	• ____________
☐ other	• ____________

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PRACTICAL LAB EXPERIENCES: FASHION BASICS FAS1040–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

- ☐ selects an appropriate level project
- ☐ prepares a project plan/schedule
- ☐ organizes work in an orderly manner
- ☐ carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ meets clean-up standard

Teamwork:

- ☐ cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- ☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ sewing machine
  - ☐ pressing equipment
  - ☐ cutting tools
- ☐ returns tools and equipment to storage areas

Investigative Techniques

- identifies:
  - ☐ woven fabrics
  - ☐ nonwoven fabrics
  - ☐ knit fabrics
  - ☐ care symbols

Production Skills/Techniques

- demonstrates a minimum of five of the following skills using a technique (refer to Introductory Skills/Techniques Checklist FASSKT–1):

Skills	**Techniques**
☐ basting	• ____________
☐ bulk reduction	• ____________
☐ closure	• ____________
☐ decorative detail	• ____________
☐ hem treatment	• ____________
☐ neckline treatment	• ____________
☐ pocket	• ____________
☐ seam	• ____________
☐ seam finishing	• ____________
☐ shaping device	• ____________
☐ sleeve treatment	• ____________
☐ waistline treatment	• ____________
☐ other	• ____________

RESEARCH REPORT: REPAIR AND RECYCLE FAS1050–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 **meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follow necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing

- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information in a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/opinion/theory
- ☐ responds to feedback when current approach is not working

Information Sharing

- ☐ demonstrates effective use of one or more communication media: e.g., *written, oral, audio-visual*
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical convention and technical terms
- ☐ cites three or more basic information sources

Content

- researches five garments of varying qualities in terms of:
  - ☐ fibre content
  - ☐ fabric construction
  - ☐ garment construction
  - ☐ cost
  - ☐ maintenance
  - ☐ overall appearance

PRACTICAL LAB EXPERIENCES: REPAIR AND RECYCLE FAS1050–2

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:

☐ cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________
  ☐ ______________________
  ☐ ______________________

☐ returns tools and equipment to storage areas

Production Skills/Techniques

- demonstrates a minimum of five of the following repair techniques:

Skills **Techniques**

☐ fixing a hole • __________
☐ repairing a seam • __________
☐ attaching fasteners • __________
☐ replacing zipper • __________
☐ altering fit • __________
☐ altering design • __________
☐ remodelling • __________
☐ embellishment • __________
☐ other • __________

PRACTICAL LAB EXPERIENCES: CREATING ACCESSORIES FAS1060–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Planning and Preparation	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Production Skills/Techniques	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 **meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.** ***Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Planning and Preparation

☐ draws a diagram with required measurements
☐ determines the required fabric and notions
☐ chooses a suitable fabric
☐ prepares fabric for layout and cutting

Teamwork:

☐ cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________________
  ☐ ______________________________
  ☐ ______________________________

☐ returns tools and equipment to storage areas

Production Skills/Techniques

- demonstrates a minimum of five of the following skills using a (refer to Introductory Skills/Techniques Checklist, FASSKT–1):

Skills	Techniques
☐ basting	• ____________
☐ bulk reduction	• ____________
☐ closure	• ____________
☐ decorative detail	• ____________
☐ hem treatment	• ____________
☐ neckline treatment	• ____________
☐ pocket	• ____________
☐ seam	• ____________
☐ seam finishing	• ____________
☐ shaping device	• ____________
☐ sleeve treatment	• ____________
☐ waistline treatment	• ____________
☐ other	• ____________

PRACTICAL LAB EXPERIENCES: CREATIVE YARNS/TEXTILES FAS1070–1

Student Name: ______________________ Date: ______________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Production Skills/Techniques	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

RatingScale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 **meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.** ***Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:

☐ cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________
  ☐ ______________________
  ☐ ______________________

☐ returns tools and equipment to storage areas

Investigative Techniques

- researches five yarn or textile arts/crafts in terms of:
  ☐ supplies
  ☐ planning
  ☐ skill complexity
  ☐ creativity
  ☐ time

Production Skills/Techniques

- demonstrate skill in the following yarn or textile arts/craft(s):
  ☐ ______________________
  ☐ ______________________

FASHION PROJECT: CREATIVE YARNS/TEXTILES FAS1070–2

Student Name: ______________________________ Date: ____________

Project:

Project Description:

Rating Scale: (*italics* are optional) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively.***

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 1 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Pattern ☐selection (appropriate to skill level, size) ☐preparation and alteration	☐	☐	☐	☐	☐	☐
Fabric and/or Supplies ☐suited to design ☐coordination of materials ☐preparation	☐	☐	☐	☐	☐	☐
Project Preparation ☐proper preparation techniques used	☐	☐	☐	☐	☐	☐
General Assembly Skills/Techniques ☐stitches—correct tension/uniform ☐durable ☐functional ☐detailing—neat, secure, appropriate ☐overall appearance—neat	☐	☐	☐	☐	☐	☐
Project-Specific Skills/Techniques						
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
•	☐	☐	☐	☐	☐	☐
Portfolio include a photo and/or sample of project						
Comments:						

RESEARCH: FASHION DYNAMICS FAS2010–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning

☐ sets goals and establish steps to achieve them
☐ creates and adheres to useful timelines
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively

Information Gathering and Processing

☐ accesses a range of relevant in-school/community resources
☐ uses a range of information-gathering techniques
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ determines accuracy/currency/reliability of information sources
☐ gathers and responds to feedback regarding approach to the task

Information Sharing

☐ demonstrates effective use of a minimum of two communication media: e.g., *written, oral, audio-visual*
☐ communicates ideas in a logical sequence with sufficient supporting detail
☐ maintains acceptable grammatical and technical standards
☐ cites relevant information sources
☐ includes a visual component of this project in portfolio

Content

☐ defines and illustrates the elements and principles of design
☐ completes a personal inventory
☐ applies the elements and principles of design in planning a wardrobe
☐ analyzes personal expression through a wardrobe plan.

TECHNICAL CROQUIS: CHECKLIST **FAS2020–1**

Student Name: ________________________ Date: ____________

Criteria

The croquis has the following:

Proportion:

☐ 10 heads high

☐ 0 – top of head

☐ 1 chin

☐ 1 ½ shoulder line

☐ 2 apex

☐ 3 waist

☐ 4 end of torso

☐ 4 ¼ crotch line

☐ 6 ½ knee line

☐ 9 ¼ ankle line

☐ head—egg shaped

☐ hand

☐ shoulder width 1 ½

☐ waist width ¾

☐ hip width 1 ¾

☐ ankle width ½

☐ feet width ¾

☐ wrist position

☐ bent elbow

☐ arcs parallel

☐ arcs positioned correctly

☐ balance line

Technical Components

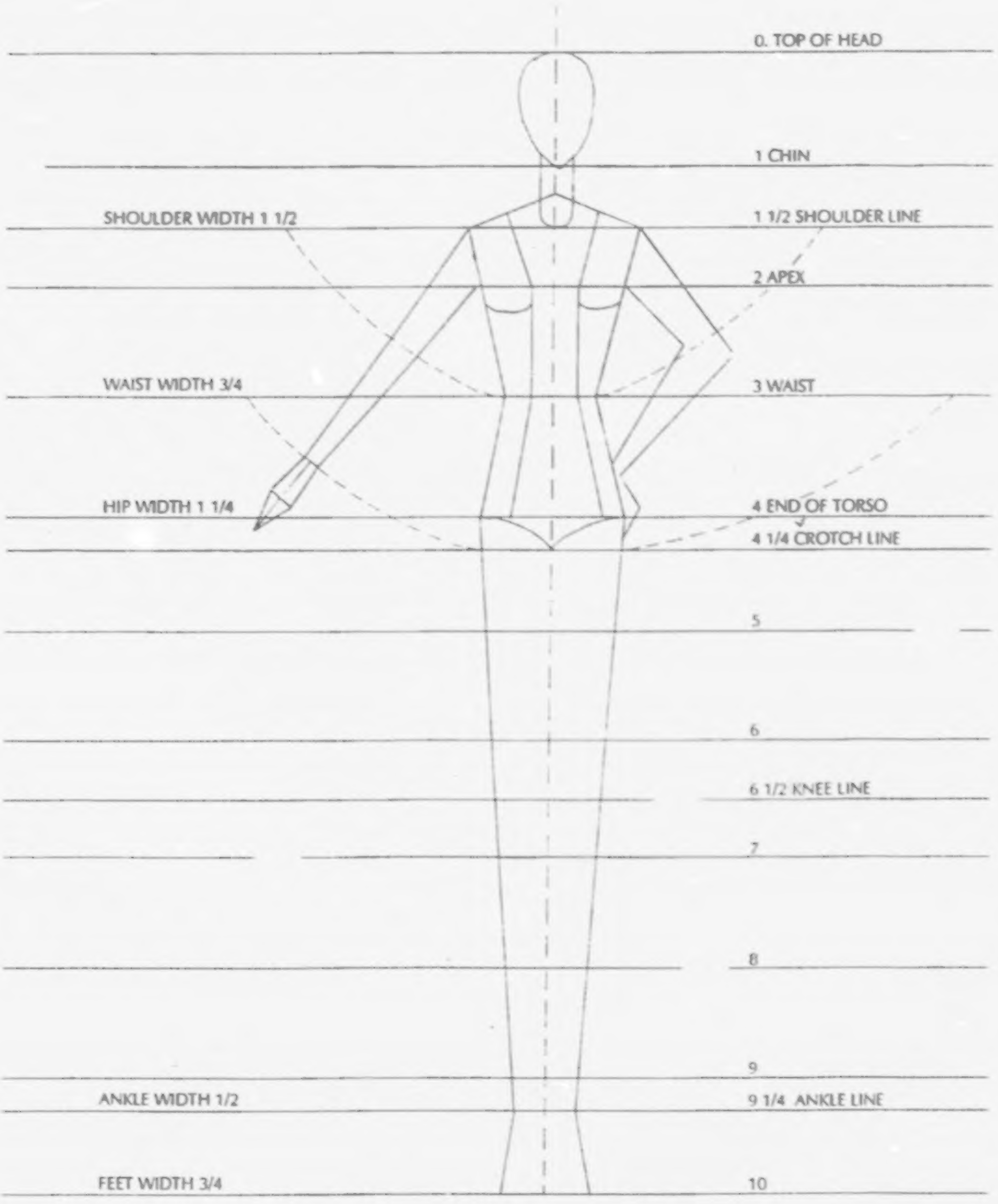
☐ neatness

☐ line quality

STANDARD: MINIMUM OF 20

COMMENTS:

TECHNICAL CROQUIS: ILLUSTRATIVE EXAMPLE


0. TOP OF HEAD
1 CHIN
SHOULDER WIDTH 1 1/2
1 1/2 SHOULDER LINE
2 APEX
WAIST WIDTH 3/4
3 WAIST
HIP WIDTH 1 1/4
4 END OF TORSO
4 1/4 CROTCH LINE
5
6
6 1/2 KNEE LINE
7
8
9
ANKLE WIDTH 1/2
9 1/4 ANKLE LINE
FEET WIDTH 3/4
10

ROUNDED CROQUIS: CHECKLIST FAS2020–2

Student Name: ______________________ Date: __________

Criteria

The rounded croquis has the following:

Proportion:

☐ 10 heads high
☐ 0 – top of head
☐ 1 chin
☐ 1 ½ shoulder line
☐ 2 apex
☐ 3 waist
☐ 4 end of torso
☐ 4 ¼ crotch line
☐ 6 ½ knee line
☐ 9 ¼ ankle line
☐ shoulder width 1 ½
☐ waist width ¾
☐ hip width 1 ¾

Gesture:
variation of 2

☐ head
☐ arms
☐ legs
☐ hands
☐ feet or shoes
☐ hairstyle

Rounding—upper torso

☐ upper arm
☐ lower arm
☐ shoulders
☐ bust/chest
☐ waist

Rounding—lower torso

☐ hip
☐ thigh
☐ knee
☐ calf
☐ ankle

STANDARD: MINIMUM OF 20

COMMENTS:

RESEARCH: FASHION ILLUSTRATION 1 FAS2020–3

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS

CRITERIA

The student:

Preparation and Planning
☐sets goals and establish steps to achieve them
☐creates and adheres to useful timelines
☐uses personal initiative to formulate questions and find answers
☐plans and uses time effectively

Information Gathering and Processing
☐ accesses a range of relevant in-school/community resources
☐ uses a range of information-gathering techniques
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ determines accuracy/currency/reliability of information sources
☐ gathers and responds to feedback regarding approach to the task

Information Sharing
☐ demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
☐ communicates ideas in a logical sequence with sufficient supporting detail
☐ maintains acceptable grammatical and technical standards
☐ cites five or more basic information sources

Content
☐ compiles a collection of three styles for five of the following:
  - dresses
  - skirts
  - pants
  - jackets
  - necklines
  - collars
  - sleeves
  - pockets
☐ identifies garment styles and design details in the collection
☐ sketches two fashion illustrations, using a rounded figure, accompanied by a thumbnail sketch of the rendered fabric

FRAMEWORK FOR ASSESSING CAD PATTERNS 1: FAS2030–1

Student Name: ______________________________ Date: ______________

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads* ***others*** *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 2 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
The student: **Preparation and Planning** ☐ researches and generates idea for design ☐ records necessary measurements	☐	☐	☐	☐	☐	☐
Design and Production ☐ drafts or imports lower torso sloper ☐ accurately manipulates the sloper to product the pattern changes ☐ adds details to pattern: • seam allowances • pattern symbols • pattern identification • cutting and layout information ☐ produces a sample layout in different widths for maximum efficiency ☐ estimates fabric measurement ☐ plots pattern to correct scale	☐	☐	☐	☐	☐	☐
Presentation includes at least 20 of the completed designs (pattern and layout) in smaller scale and included in their portfolio	☐	☐	☐	☐	☐	☐
Comments:						

RESEARCH: EVOLUTION OF FASHION FAS2040–1

Student Name: ______________________ Date: ______________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning

- ☐ sets goals and establish steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and finds answers
- ☐ plans and uses time effectively

Information Gathering and Processing

- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Information Sharing

- ☐ demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

Content

- ☐ reports specific to one period in time on:
  - influences (economic, political, geographic, religious, cultural, technical)
  - description of fashion in this period
  - illustrations
  - analysis of how this period has influenced present-day styles

BEST COPY AVAILABLE

FLAT PATTERN: SAMPLE TEST FAS2050–1

Student Name: ______________________________ Date: ____________

Match the following terms with the most appropriate definition.

a. draping

b. drafting

c. flat pattern

d. sloper

e. grading

f. on the cross

g. slash

h. trueing

i. ease

j. crossmark

k. to square a line

Answers:

1. (h.)
2. (i.)
3. (e.)
4. (d.)
5. (b.)
6. (k.)
7. (j.)
8. (g.)
9. (a.)
10. (c.)

____ 1. is the process of correcting a seamline when that seamline has been broken or distorted due to a pattern adjustment. TRUEING is also checking for accuracy and shape between matching seamlines.

____ 2. is the length and width added to a body measurement to allow for movement in a garment or to give a design shape.

____ 3. increasing or decreasing a sample size pattern according to the standard body measurement.

____ 4. it consists of five pieces. These are bodice front, bodice back, skirt or pants front, skirt or pants back and fitted sleeve.

____ 5. starts with body measurements. Using these measurements a basic pattern is drafted on paper using prescribed methods. Most commercial drafting is done on computers using very large printers.

____ 6. is to draw a second line at 90° or right angles to any given line.

____ 7. a marking that crosses a seamline and/or cutting line indicating matching seams and points of the garment that must meet with each other.

____ 8. to cut the pattern to a given point to enable it to spread or be opened out for fullness.

____ 9. uses fabric lengths. The design is pinned and formed on a mannequin. The pattern is then drawn on paper and a pattern is made.

____ 10. starts with a basic pattern and makes style changes on this pattern.

PRACTICAL LAB EXPERIENCES: CREATIVE CONSTRUCTION FAS2070–1

Student Name: ______________________________

Date: ____________________

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:

☐ cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________________
  ☐ ______________________________
  ☐ ______________________________

☐ returns tools and equipment to storage areas

Investigative Techniques

- identifies:
  ☐ four basic weaves
  ☐ four fabric finishes
  ☐ ______________________________

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
  ☐ Closure • ____________
  ☐ Decorative Detail • ____________
  ☐ Design/Drafting • ____________
  ☐ Hem Treatment • ____________
  ☐ Hemming Stitch • ____________
  ☐ Marking Technique • ____________
  ☐ Neckline Treatment • ____________
  ☐ Pocket • ____________
  ☐ Seam • ____________
  ☐ Sleeve Treatment • ____________
  ☐ Underlying Fabric • ____________
  ☐ Waistline Treatment • ____________
  ☐ Other • ____________

PRACTICAL LAB EXPERIENCES: ACTIVEWEAR FAS2080–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Investigative Techniques	4 3 2 1 0 N/A
Production Skills/Techniques	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:
- ☐ selects an appropriate level project
- ☐ prepares a project plan/schedule
- ☐ organizes work in an orderly manner
- ☐ carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ meets clean-up standard

Teamwork:
- ☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment
- ☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ ______________________________
  - ☐ ______________________________
  - ☐ ______________________________
- ☐ returns tools and equipment to storage areas

Investigative Techniques
- researches three activewear fabrics and compares:
  - ☐ use
  - ☐ comfort
  - ☐ protection
  - ☐ care
  - ☐ cost

Production Skills/Techniques
- demonstrates a minimum of five of the intermediate skills/techniques:
  - ☐ Closure • ____________
  - ☐ Decorative Detail • ____________
  - ☐ Design/Drafting • ____________
  - ☐ Hem Treatment • ____________
  - ☐ Hemming Stitch • ____________
  - ☐ Marking Technique • ____________
  - ☐ Neckline Treatment • ____________
  - ☐ Pocket • ____________
  - ☐ Seam • ____________
  - ☐ Sleeve Treatment • ____________
  - ☐ Underlying Fabric • ____________
  - ☐ Waistline Treatment • ____________
  - ☐ Other • ____________

REPORT/PRESENTATION: SPECIALTY FABRICS 1 **FAS2090–1**

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Information Gathering and Processing

☐ accesses a range of relevant in-school/community resources
☐ uses a range of information-gathering techniques
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ determines accuracy/currency/reliability of information sources
☐ gathers and responds to feedback regarding approach to the task

Information Sharing

☐ demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
☐ communicates ideas in a logical sequence with sufficient supporting detail
☐ maintains acceptable grammatical and technical standards
☐ cites five or more relevant information sources

Content

- Reports and presents on a specialty fabric chosen from this list: border or large print, bottom weight denim, corduroy, diagonal design, lustrous, melton, one-way stretch, plaid, quilted fabric, slippery, stripe, tapestry, two-way stretch, velveteen, vinyl. The report will include:
  ☐ characteristics of specialty fabrics
  ☐ techniques involved in choosing patterns, lining, interfacing and notions
  ☐ techniques involved in preparation and sewing the fabric
  ☐ care requirements

PRACTICAL LAB EXPERIENCES: SPECIALTY FABRICS 1 FAS2090–2

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Investigative Techniques	4 3 2 1 0 N/A
Production Skills/ Techniques	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:

☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment

☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________________
  ☐ ______________________________
  ☐ ______________________________

☐ returns tools and equipment to storage areas

Investigative Techniques

- researches the following specialty fabric:
  ☐ ______________________________
  ☐ ______________________________

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:

Closure • ____________
☐ Decorative Detail • ____________
☐ Design/Drafting • ____________
☐ Hem Treatment • ____________
☐ Hemming Stitch • ____________
☐ Marking Technique • ____________
☐ Neckline Treatment • ____________
☐ Pocket • ____________
☐ Seam • ____________
☐ Sleeve Treatment • ____________
☐ Underlying Fabric • ____________
☐ Waistline Treatment • ____________
☐ Other • ____________

PROJECT PLAN: SEWING FOR OTHERS FAS2100–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Research Components
- ☐ defines the task
- ☐ seeks and gathers various sources of information
- ☐ organizes information in a logical manner
- ☐ analyzes information
- ☐ extracts the appropriate information from identified resources/materials to produce new information
- ☐ communicates the process involved in preparing the plan
- ☐ predicts the probability that the suggested outcomes or consequences of the plan were to occur
- ☐ makes a judgement on the feasibility of the venture plan

Technical Components
- ☐ legible
- ☐ free of spelling/proofreading errors
- ☐ correct grammar/communication style
- ☐ professional appearance/appropriate format
- ☐ appropriate use of white space
- ☐ page headings
- ☐ line spacing
- ☐ document free of smudges and wrinkles

Content
A minimum of five of the following are included:
- ☐ client needs
  - client project request/special considerations
  - measurements
- ☐ fabric/design detail identified
- ☐ cost
- ☐ time lines
  - 1st fitting
  - 2nd fitting if required
  - final fit
  - completion date
- ☐ identify skills and techniques
- ☐ identify resources necessary

PRACTICAL LAB EXPERIENCES: SEWING FOR OTHERS FAS2100–2

Student Name: ____________________ Date: ____________

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/ Techniques	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:
- ☐ selects an appropriate level project
- ☐ prepares a project plan/schedule
- ☐ organizes work in an orderly manner
- ☐ carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ meets clean-up standard

Teamwork:
- ☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment
- ☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ ____________________
  - ☐ ____________________
  - ☐ ____________________
- ☐ returns tools and equipment to storage areas

Investigative Techniques
- ☐ consultation with client
- ☐ fabric information
- ☐ career choice – client charge

Production Skills/Techniques
- demonstrates a minimum of five of the intermediate skills/techniques:
  - ☐ Closure • __________
  - ☐ Decorative Detail • __________
  - ☐ Design/Drafting • __________
  - ☐ Hem Treatment • __________
  - ☐ Hemming Stitch • __________
  - ☐ Marking Technique • __________
  - ☐ Neckline Treatment • __________
  - ☐ Pocket • __________
  - ☐ Seam • __________
  - ☐ Sleeve Treatment • __________
  - ☐ Underlying Fabric • __________
  - ☐ Waistline Treatment • __________
  - ☐ Other • __________

LOGBOOK RECORD CHECKLIST: SEWING FOR OTHERS FAS2100–3

Student Name: ______________________________ Date: ____________________

Task	Date	Amount of Time
☐ consulting with client	__________	__________
☐ shopping for materials	__________	__________
☐ preparation of materials	__________	__________
☐ measuring	__________	__________
☐ fitting—1st	__________	__________
☐ fitting—2nd	__________	__________
☐ fitting—final	__________	__________

Cost—as it relates to Module and/or Career Choice		
☐ hidden	__________	__________
☐ actual	__________	__________
☐ labour cost	__________	__________
☐ mark up	__________	__________
☐ final cost	__________	__________

Project Assessment		
☐ student analysis of project	__________	__________
– comparison to project proposed	__________	__________
– problems encountered	__________	__________
– decisions made	__________	__________
☐ client assessment	__________	__________

PRACTICAL LAB EXPERIENCES: CREATING HOME DECOR FAS2110–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Investigative Techniques	4 3 2 1 0 N/A
Production Skills/ Techniques	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:

☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment

☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________________
  ☐ ______________________________
  ☐ ______________________________
- returns tools and equipment to storage areas

Investigative Techniques

☐ ______________________________
☐ ______________________________
☐ ______________________________

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:

☐ Closure	• ____________
☐ Decorative Detail	• ____________
☐ Design/Drafting	• ____________
☐ Hem Treatment	• ____________
☐ Hemming Stitch	• ____________
☐ Marking Technique	• ____________
☐ Neckline Treatment	• ____________
☐ Pocket	• ____________
☐ Seam	• ____________
☐ Sleeve Treatment	• ____________
☐ Underlying Fabric	• ____________
☐ Waistline Treatment	• ____________
☐ Other	• ____________

BEST COPY AVAILABLE

PRACTICAL LAB EXPERIENCES: SURFACE EMBELLISHMENT FAS2120–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Design Techniques	4 3 2 1 0 N/A
Embellishment Skills/ Techniques	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:
☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:
☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment
☐ selects and uses appropriate tools and equipment
☐ returns tools and equipment to storage areas

Design Techniques
☐ experiments with existing designs
☐ creates unique designs

Embellishment Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:

☐ Closure • ____________
☐ Decorative Detail • ____________
☐ Design/Drafting • ____________
☐ Hem Treatment • ____________
☐ Hemming Stitch • ____________
☐ Marking Technique • ____________
☐ Neckline Treatment • ____________
☐ Pocket • ____________
☐ Seam • ____________
☐ Sleeve Treatment • ____________
☐ Underlying Fabric • ____________
☐ Waistline Treatment • ____________
☐ Other • ____________

FASHION PROJECT: SURFACE EMBELLISHMENT FAS2120–2

Student Name: ______________________________ Date: ______________

Project:

Project Description:

Rating Scale: (*italics* are optional) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes ,and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

THE STANDARD IS 2 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Pattern selection (appropriate to embellishment technique and intended use)	☐	☐	☐	☐	☐	☐
Fabric ☐ suited to design ☐ coordination of fabric, lining, trim, notions ☐ durable and compatible ☐ cost of project calculated	☐	☐	☐	☐	☐	☐
Project Layout ☐ grainlines correctly placed ☐ proper layout techniques used ☐ marking does not show on right side of fabric	☐	☐	☐	☐	☐	☐
General Assembly Techniques ☐ machine stitching—appropriate stitch length is used, stitching is straight ☐ seams—appropriate stitch length proper width, pressed flat and smooth ☐ seam finishes—proper finish for fabric, neatly done ☐ closures—appropriate, properly placed and assembled ☐ facings—bulk graded, clipped, pressed ☐ hems—smooth, correct width and technique ☐ detailing—neat, secure, appropriate ☐ overall appearance—neat, pressed finishing ☐ fit—proper fit	☐	☐	☐	☐	☐	☐
Project Specific Skills/Techniques (a minimum of four embellishment techniques not previously demonstrated in a project) • • • •	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐
Portfolio include a photo and/or sample of embellishment technique and/or project						

SAMPLE TEST: FASHION MERCHANDISING FAS2140–1

Student Name: ______________________ Teacher: ______________________

1. Fill in the blanks with the term that describes the definition.

a. ________________ population studies that divide broad groups of consumers into smaller, more homogeneous target segments.

b. ________________ studies that develop fuller, more personal portraits of potential customers and their lifestyles. Psychographic studies more fully predict consumer purchase patterns and distinguish users of a product.

c. ________________ the money that an individual or family can spend or save after buying necessities—food, clothing, shelter and basic transportation.

d. ________________ the separating of the total consumer market into smaller groups.

e. ________________ specific groups of potential customers that a business is attempting to turn into regular customers.

ANSWERS

a. demographics
b. psychographics
c. discretionary income
d. market segmentation
e. target market

2. Match the following terms with the best definition.

a. Discount Stores	________	1. this is shopping through TV or a computer
b. Factory Outlet Stores	________	2. huge supermarkets combined supermarket-discount stores that are sometimes described as malls without walls
c. Showcase Store	________	3. a designer or wholesaler sells the rights to market his or her goods
d. Mail Order Retailers	________	4. carries limited lines of apparel, accessories or home furnishings
e. Electronic or Home Shopping	________	5. a discount operation run by a manufacturer or a designer
f. Supermarkets	________	6. small individually owned shops. They are often owned by highly creative people.
g. Franchises	________	7. sells general lines of merchandise
h. Boutiques	________	8. direct mail ordering
i. Department Stores	________	9. a factory outlet that sells merchandise at the introductory and early stages of the fashion cycles. They are testing grounds for new products.
j. Specialty Stores	________	10. sell merchandise in the late peak and decline stages of the fashion scale.

ANSWERS

1. e
2. f
3. g
4. j
5. b.
6. b
7. i
8. d
9. c
10. a

3. Select the best answer to complete each of the following.

a. In order to better target their customers, retailers establish:

1. merchandising policies
2. fashion cycles
3. narrow assortments
4. all of the above

b. All of the following are elements of a store's merchandising policies except:

1. the price range
2. the level of quality
3. the level of customer service
4. the stage of the fashion cycle to be emphasized

c. A fashion cycle is:

1. rotating your wardrobe for different seasons
2. wearing clothes from a previous era
3. the rise, wide spread popularity and then decline in acceptance of a style
4. a short-lived fashion.

d. A name, trademark or logo that is used to identify the products of a specific manufacturer or seller.

1. brand
2. hang tag
3. label
4. none of the above.

e. Which of the following is a false statement?

1. Price does not ensure quality
2. Price range refers to that range of stock a retailer features
3. An example of a department store is Eaton's
4. All of the above are false.

ANSWERS

a. 1
b. 3
c. 3
d. 1
e. 2

TEXTILE RESEARCH FAS2140–2

Name: ______________________________ Date: ________________________

						RATING SCALE				
FABRIC/TEXTILE (sample if possible)	1.____	2.____	3.____	4.____	5.____	**4**	**3**	**2**	**1**	**0**
FIBRE CONTENT (natural, manmade, blend)						☐	☐	☐	☐	☐
COST (reasonable, moderate, expensive)						☐	☐	☐	☐	☐
COMFORT (absorbency, skin comfort, static buildup, soft, crisp, harsh, silky)						☐	☐	☐	☐	☐
RESILIENCY (ability of a fabric to spring back into shape after being creased, twisted; i.e., wrinkle recovery)						☐	☐	☐	☐	☐
DURABILITY (pilling, snagging, strength)						☐	☐	☐	☐	☐
CARE (dryclean only, washable, bleachable, iron/press—temperature)						☐	☐	☐	☐	☐
PRINCIPLE USES (apparel, home decor, accessories, etc.)						☐	☐	☐	☐	☐

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

FASHION MERCHANDISING: POLICY AND AUXILIARY SERVICES FAS2140–3

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
TOTAL	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

CRITERIA (continued)

Information Gathering and Processing

☐ accesses a range of relevant in-school/community resources
☐ uses a range of information-gathering techniques
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ determines accuracy/currency/reliability of information sources
☐ gathers and responds to feedback regarding approach to the task

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriate among group members
☐ negotiates solutions to problems

Content

- describes the target market in terms of:
  - ☐ demographics
    - – age
    - – sex
    - – income
    - – family status
  - ☐ type of retail outlet
    - – department
    - – boutique
    - – discount
    - – specialty
    - – chain store
    - – other
  - ☐ merchandising policies
    - – fashion cycle emphasis
    - – quality
    - – price ranges
    - – depth and breadth of assortments
    - – brand policies
    - – exclusivity
  - ☐ psychographics
    - – interests
    - – personality
    - – attitudes
    - – belief system
  - ☐ type of merchandise
    - – general
    - – formal/bridal
    - – sportswear
    - – accessories
    - – lingerie
    - – other
- defines and provides examples of the following auxiliary services
  - ☐ fashion magazines
  - ☐ trade publications
  - ☐ broadcast media

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PROJECT PLAN: UPHOLSTERY **FAS2150–1**

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Research Components	4 3 2 1 0 N/A
Technical Components	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Research Components
- ☐ defines the task
- ☐ seeks and gathers various sources of information
- ☐ organizes information in a logical manner
- ☐ analyzes information
- ☐ extracts the appropriate information from identified resources/materials to produce new information
- ☐ communicates the process involved in preparing the plan
- ☐ predicts the probability that the suggested outcomes or consequences of the plan were to occur
- ☐ makes a judgement on the feasibility of the venture plan

Technical Components
- ☐ legible
- ☐ free of spelling/proofreading errors
- ☐ correct grammar/communication style
- ☐ professional appearance/appropriate format
- ☐ appropriate use of white space
- ☐ page headings
- ☐ line spacing
- ☐ document free of smudges and wrinkles

Content
- ☐ project description
- ☐ cost projection
  - – to re-upholster
  - – to purchase
  - – to have professionally upholstered
- ☐ fabric notions and tools required
- ☐ time estimate
- ☐ identify skills, resources and techniques necessary

PRACTICAL LAB EXPERIENCES: UPHOLSTERY FAS2150–2

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Investigative Techniques	4 3 2 1 0 N/A
Production Skills/ Techniques	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:
☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:
☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment
☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________
  ☐ ______________________
  ☐ ______________________

☐ returns tools and equipment to storage areas

Production Skills/Techniques
- demonstrates the following four upholstery techniques:
  ☐ ______________________
  ☐ ______________________
  ☐ ______________________
  ☐ ______________________

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PROJECT PLAN: CREATING ACCESSORIES FAS2160–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. ***Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.***

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS

CRITERIA

The student:

Research Components

- ☐ defines the task
- ☐ seeks and gathers various sources of information
- ☐ organizes information in a logical manner
- ☐ analyzes information
- ☐ extracts the appropriate information from identified resources/materials to produce new information
- ☐ communicates the process involved in preparing the plan
- ☐ predicts the probability that the suggested outcomes or consequences of the plan were to occur
- ☐ makes a judgement on the feasibility of the venture plan

Technical Components

- ☐ legible
- ☐ free of spelling/proofreading errors
- ☐ correct grammar/communication style
- ☐ professional appearance/appropriate format
- ☐ appropriate use of white space
- ☐ page headings
- ☐ line spacing
- ☐ document free of smudges and wrinkles

Content

- ☐ terms related to specific accessory
- ☐ description of project
- ☐ description of customer and target market
- ☐ size of potential market
- ☐ competition
- ☐ suppliers
- ☐ pricing strategy
- ☐ marketing strategy
- ☐ promotion strategy
- ☐ external opportunities and challenges
- ☐ identify skills and techniques

PRACTICAL LAB EXPERIENCES: CREATING ACCESSORIES FAS2160–2

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Investigative Techniques	4 3 2 1 0 N/A
Production Skills/ Techniques	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:
- ☐ selects an appropriate level project
- ☐ prepares a project plan/schedule
- ☐ organizes work in an orderly manner
- ☐ carries out instructions accurately
- ☐ plans and uses time effectively
- ☐ meets clean-up standard

Teamwork:
- ☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment
- ☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ ______________________________
  - ☐ ______________________________
  - ☐ ______________________________
- ☐ returns tools and equipment to storage areas

Investigative Techniques
- ☐ identifies accessory industries
- ☐ explores sources of inspiration
- ☐ ______________________________

Production Skills/Techniques
- demonstrates a minimum of five of the intermediate skills/techniques:
  - ☐ Closure • ____________
  - ☐ Decorative Detail • ____________
  - ☐ Design/Drafting • ____________
  - ☐ Hem Treatment • ____________
  - ☐ Hemming Stitch • ____________
  - ☐ Marking Technique • ____________
  - ☐ Neckline Treatment • ____________
  - ☐ Pocket • ____________
  - ☐ Seam • ____________
  - ☐ Sleeve Treatment • ____________
  - ☐ Underlying Fabric • ____________
  - ☐ Waistline Treatment • ____________
  - ☐ Other • ____________

TECHNICAL DRAWING FAS3010–1

Student Name: ______________________________ Date: ______________

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Research of Fashion Trends minimum of five pictures	☐	☐	☐	☐	☐	☐
Croquis Proportion accurate (if included)	☐	☐	☐	☐	☐	☐
Technical Components ☐ silhouette, front view, back view ☐ proportions ☐ hang of fabric	☐	☐	☐	☐	☐	☐
Garment Details (according to specific garment) ☐ seamlines ☐ darts, gathers, pleats ☐ hemline ☐ neckline ☐ collar ☐ sleeve ☐ closures ☐ pockets ☐ embellishments ☐ topstitching ☐ other	☐	☐	☐	☐	☐	☐
Rendering (if included) ☐ shading ☐ use of colour ☐ accurate representation	☐	☐	☐	☐	☐	☐
Overall Fashion Presentation ☐ neatness ☐ line quality	☐	☐	☐	☐	☐	☐

IMPRESSIONISTIC DRAWING FAS3010–2

Student Name: ______________________________ Date: ______________

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads* ***others*** *to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. ***Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Research of Fashion Trends minimum of five pictures	☐	☐	☐	☐	☐	☐
Overall Impression ☐croquis effective ☐mood created ☐silhouette strong	☐	☐	☐	☐	☐	☐
Fashion Presentation ☐colour ☐shading ☐rendering ☐line	☐	☐	☐	☐	☐	☐
Accessories ☐hat ☐scarf ☐jewellery ☐gloves ☐footwear ☐other	☐	☐	☐	☐	☐	☐
Neatness	☐	☐	☐	☐	☐	☐

FASHION ILLUSTRATION 2	**FAS3010–3**

Student Name: ______________________________ Date: ______________

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Minimum of Five Illustrations	☐	☐	☐	☐	☐	☐
Consistency ☐ target market clear ☐ colour ☐ texture ☐ mood	☐	☐	☐	☐	☐	☐
Technical ☐ croquis proportion accurate ☐ silhouette ☐ proportions ☐ hang of fabric ☐ garment details clear	☐	☐	☐	☐	☐	☐
Impressionistic ☐ croquis effective ☐ silhouette strong ☐ accessories	☐	☐	☐	☐	☐	☐
Fashion Presentation ☐ colour ☐ shading ☐ rendering ☐ neatness	☐	☐	☐	☐	☐	☐
Marketing (if included) ☐ company name ☐ logo ☐ business card	☐	☐	☐	☐	☐	☐

CAD PATTERNS 2 **FAS3020–1**

Student Name: ______________________________ Date: ______________

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
The student: **Preparation and Planning** ☐ researches and generates idea for design ☐ records necessary measurements	☐	☐	☐	☐	☐	☐

Design and Production
☐ drafts or imports upper torso and sleeve sloper
☐ accurately manipulates the sloper to produce the pattern changes
☐ adds details to pattern
  ☐ seam allowances
  ☐ pattern symbols
  ☐ pattern identification
  ☐ cutting and layout information
☐ creates a graded nest of sizes for at least one of the completed patterns
☐ produces a sample layout in different widths for maximum efficiency
☐ estimates fabric requirements
☐ patterns plotted to correct scale
	☐	☐	☐	☐	☐	☐

Presentation at least 20 of the completed designs (pattern, graded nest and layout) in smaller scale are included in his or her portfolio	☐	☐	☐	☐	☐	☐

PATTERN DRAFTING 2	**FAS3030–1**

Student Name: ______________________________ Date: ______________

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. ***Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.***

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	**3**	**2**	**1**	**0**	**N/A**
Design Executed Properly ☐ bodice ☐ sleeve	☐	☐	☐	☐	☐	☐
Measurements Precise ☐ bodices ☐ neckline ☐ armseye ☐ bust ☐ waist ☐ hip ☐ length ☐ design details ☐ sleeves ☐ cap ☐ width ☐ length ☐ design details ☐ seam lines accurate ☐ seam allowance 1.5 cm ☐ hem allowance shown/accurate ☐ notches properly placed ☐ dart size correct ☐ dart placement correct ☐ pleat size correct ☐ pleat placement correct ☐ zipper shown, correct length ☐ button/buttonhole placement correct ☐ grainline shown	☐	☐	☐	☐	☐	☐
Pattern Labelling ☐ name of piece ☐ number of pieces to be cut ☐ right angles on corners	☐	☐	☐	☐	☐	☐

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RESEARCH: CONTEMPORARY TAILORING FAS3040–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. ***Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning

- ☐ sets clear goals and establish steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing

- ☐ demonstrates effective use of a variety of communication media: e.g., written, oral, audio-visual
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

Content

- research report in which the student
  - ☐ identifies characteristics of a tailored jacket
  - ☐ identifies characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring
  - ☐ identifies the quality standards of a tailored project

FRAMEWORK FOR ASSESSING A FASHION PROJECT: CONTEMPORARY TAILORING

FAS3040–2

Student Name: ____________________________ Date: ____________

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 **meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.** ***Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Project Description (patterns, illustrations, fabric)	☐	☐	☐	☐	☐	☐
Pattern ☐selection (appropriate to skill level, size) ☐preparation and alteration	☐	☐	☐	☐	☐	☐
Fabric/Supplies ☐suited to design ☐coordination of fabric, support fabrics, lining, trim, notions ☐preparation	☐	☐	☐	☐	☐	☐
Garment Layout ☐grainlines correctly placed ☐proper layout techniques used ☐marking does not show on right side of fabric	☐	☐	☐	☐	☐	☐
General Assembly Skills/Techniques ☐machine stitching—appropriate stitch length is used, stitching is straight ☐seams—appropriate stitch length proper width, pressed flat and smooth ☐seam finishes—proper finish for fabric, neatly done ☐closures—appropriate, properly placed and assembled ☐facings—bulk graded, clipped, pressed ☐hems—smooth, correct width and technique ☐detailing—neat, secure, appropriate ☐overall appearance—neat, pressed finishing ☐lining—neat, durable and compatible ☐fit—proper fit	☐	☐	☐	☐	☐	☐
Project-Specific Skills/Techniques (a minimum of five tailoring techniques) • • • • •	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Portfolio include photograph and/or sample of completed project						

PRACTICAL LAB EXPERIENCES: COUTURE FAS3060–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING
Management	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A
Use of Tools and Equipment	4 3 2 1 0 N/A
Investigative Techniques	4 3 2 1 0 N/A
Production Skills/ Techniques	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:
☐ selects an appropriate level project
☐ prepares a project plan/schedule
☐ organizes work in an orderly manner
☐ carries out instructions accurately
☐ plans and uses time effectively
☐ meets clean-up standard

Teamwork:
☐ cooperatively uses and shares equipment/ tools/supplies

Use of Tools and Equipment
☐ identifies the equipment necessary to produce couture detailing
☐ selects and uses appropriate tools and equipment
- safely and proficiently uses:
  ☐ ______________________________
  ☐ ______________________________
  ☐ ______________________________

☐ returns tools and equipment to storage areas

Investigative Techniques
☐ explains the origin of couture and its terminology
☐ analyzes couture stitching techniques and construction methods

Production Skills/Techniques
- demonstrates a minimum of five of the advanced skills/techniques:

☐ Basting • ____________
☐ Closure • ____________
☐ Decorative Detail • ____________
☐ Design/Drafting • ____________
☐ Hem Treatment • ____________
☐ Hemming Stitch • ____________
☐ Neckline Treatment • ____________
☐ Pocket • ____________
☐ Seam • ____________
☐ Shaping Device • ____________
☐ Sleeve Treatment • ____________
☐ Underlying Fabric • ____________
☐ Waistline Treatment • ____________
☐ Other • ____________

REPORT/PRESENTATION: CREATORS OF FASHION FAS3070–1

Student Name: ______________________________ Date: ______________

Rating Scale: (*italics* are optional) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
The student: **Preparation and Planning** ☐sets clear goals and establishes steps to achieve them ☐creates and adheres to detailed timelines ☐uses personal initiative to formulate questions and find answers ☐plans and uses time effectively, prioritizing tasks on a consistent basis	☐	☐	☐	☐	☐	☐
Information Gathering and Processing ☐accesses a range of relevant information sources and recognize when additional information is required ☐demonstrates resourcefulness in collecting data ☐interprets, organizes and combines information in creative and thoughtful ways ☐records information accurately, with appropriate supporting detail and using correct technical terms ☐recognizes underlying bias/assumptions/values in information sources ☐assesses and refines approach to the task and project status based on feedback and reflection	☐	☐	☐	☐	☐	☐
Information Sharing (if applicable) ☐demonstrates effective use of a variety of communication media: *e.g., written, oral, audio-visual* ☐communicates thoughts/feelings/ideas clearly to justify or challenge a position ☐maintains acceptable grammatical and technical standards ☐gives evidence of adequate information gathering by citing seven or more relevant information sources	☐	☐	☐	☐	☐	

Content
☐defines haute couture terms
☐writes summary of 10 designers (local, national, international)
☐reports on designer of choice in terms of:
  ☐ personal history
  ☐ special influences/contributions
  ☐ innovations
  ☐ pictures/sketches
	☐	☐	☐	☐	☐	☐

Technical Components ☐legible ☐spelling ☐grammar ☐professional appearance ☐neatness	☐	☐	☐	☐	☐	☐

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RESEARCH: CULTURAL FASHIONS — FAS3080–1

Student Name: ____________________ Date: ______________

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. ***Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.***

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning
- ☐ sets clear goals and establish steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant sources and recognize when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Information Sharing
- ☐ demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing several relevant information sources

Content (for one cultural fashion)
- ☐ characteristics
- ☐ techniques
- ☐ significance of fashion details
- ☐ appropriate illustrations

REPORT/PRESENTATION: SPECIALTY FABRICS 2 FAS3090–1

Student Name: ______________________________ Date: ____________________

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning
- ☐ sets goals and describe steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approach to task and project status based on feedback and reflection

Information Gathering and Processing
- ☐ accesses a range of relevant sources and recognize when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Information Sharing (optional)
- ☐ demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

Content
- ☐ special tools and equipment
- ☐ pattern choice
- ☐ interfacing
- ☐ lining/underlying/interlining
- ☐ notions
- ☐ fabric preparation
- ☐ care
- ☐ layout techniques
- ☐ cutting techniques
- ☐ marking techniques
- ☐ seams/seam finishes
- ☐ fasteners/buttonholes
- ☐ hems
- ☐ pressing
- ☐ other

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FASHION RETAILING: SAMPLE TEST FAS3140–1

Student Name: ______________________________ Date: ____________________

1. Match the following terms with the best definition.

a. mark ups	________	1.	reduction from an original retail price
b. mark downs	________	2.	document written by a buyer that authorizes a seller to delivery certain goods at specified prices
c. odd figure pricing	________	3.	item priced so low that the retail outlet makes little or no profit on it but uses it to attract shoppers into the store
d. loss leaders	________	4.	the difference between the wholesale cost and the retail price of merchandise (sometimes called "mark-on" by large retail stores)
e. basic stock	________	5.	the retail pricing of merchandise a few cents less than a dollar denomination to make the merchandise psychologically seem less expensive. Examples are $2.99 and $19.99
f. odd lots			
g. purchase order			

ANSWERS

1. (b.)
2. (g.)
3. (d.)
4. (a.)
5. (c.)

2. Match the following terms with the best definition.

a. Discount Stores

b. Factory Outlet Stores

c. Showcase Store

d. Mail Order Retailers

e. Electronic or Home Shopping

f. Supermarkets

g. Franchises

h. Boutiques

i. Department Stores

j. Specialty Stores

________ 1. this is shopping through TV or a computer

________ 2. huge supermarkets combined supermarket-discount stores that are sometimes described as malls without walls

________ 3. a designer or wholesaler sells the rights to market his or her goods

________ 4. carries limited lines of apparel, accessories or home furnishings

________ 5. a discount operation run by a manufacturer or a designer

________ 6. small individually owned shops. They are often owned by highly creative people.

________ 7. sells general lines of merchandise

________ 8. direct mail ordering

________ 9. a factory outlet that sells merchandise at the introductory and early stages of the fashion cycles. They are testing grounds for new products.

________ 10. sell merchandise in the late peak and decline stages of the fashion scale.

ANSWERS

1. e
2. f
3. g
4. j
5. b
6. b
7. i
8. d
9. c
10. a

RESEARCH: FASHION RETAILING FAS3140–2

Student Name: ______________________________

Date: ____________________

CRITERIA	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. ***Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.***

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1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning

- ☐ sets clear goals and establish steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and finds answers
- ☐ plans and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

Information Sharing (optional)

- ☐ demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

Content

- ☐ describes and provides an example of four of the following types of fashion retailing:
  - department store
  - discount house
  - specialty store
  - factory outlet
  - mail order selling
  - direct selling
  - telemarketing
  - Internet home shopping
- ☐ reports on trends and changes in fashion retailing
- ☐ researches and reports on a particular store's policies and procedures including:
  - ambiance
  - customer service
  - selling service
  - promotional activities
  - credit and collection
  - security

FASHION STUDIES

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

There are many linkages between Fashion Studies and other CTS strands, and between Fashion Studies and other secondary programs. The linkages extend to a variety of post-secondary and career possibilities.

With Other CTS Strands

Many CTS strands link with Fashion Studies. In the following strands, specific modules may be of interest to Fashion Studies students:

Strand	Module	Linkage Opportunity
Career Transitions	Project modules	• if a student undertakes an extensive project beyond the expectations of the Fashion Studies module.
Design	CAD Fundamentals ★ CAD Applications ★ CAD and Modelling Studio ★ Portfolio Presentation ★	• offer in the context of fashion design
Enterprise and Innovation	Implementing the Venture ★	• offer in the context of a fashion show or fashion business
Management and Marketing	Promotion: Advertising ★ Promotion: Visual Merchandising ★	• offer in the context of fashion promotion

★ These modules are included in this section.

The following CTS strands have linkages that are more general in nature:

Strand	Related Themes
Communication Technology	Presentation
Cosmetology Studies	Images and Practices, Special Effects
Design	Design Skills, Processes and Application Technical Drawing Skills
Management and Marketing	Marketing Systems and Strategies

Potential linkages of Fashion Studies with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Fashion Studies: Connections with Other CTS Strands").

A number of modules from other CTS strands can be combined effectively with modules from the Fashion Studies strand. These "linkage modules" are shown in "Fashion Studies: Extended Scope and Sequence", and "Fashion Studies: Linkages Within CTS".

Sample courses in Fashion Studies that involve linkages with other CTS strands are provided in this section (see "Fashion Studies in Junior High").

In addition, the following modules include an expanded "notes" section which helps teachers include the module in a Fashion Studies course:

- DES1050: CADD–Fundamentals
- DES2030: CADD–Applications
- DES3100: Computer Aided Design and Modelling–Studio
- DES3190: Portfolio Presentation
- EAI2040: Making It Happen
- MAM2020: Promotion: Advertising
- MAM2030: Promotion: Visual Merchandising

With Other Secondary Programs

In order that learning will be significant, relevant and reinforced for all students, it is important to integrate the core and complementary areas with the program. Teacher awareness of content of the different curricula will promote cross-curricular learning and team teaching. As students apply the knowledge and skills learned in one subject to solve a problem in another area, they will generate positive attitudes and confidence to meet the challenges of daily living.

Potential linkages of Fashion Studies with other core and complementary subject areas across the curriculum are identified in this section (see "Fashion Studies: Connections Across the Curriculum," "Fashion Studies: Math Objective Match", and "Fashion Studies: Science Objective Match).

With Practical Arts Courses

Modules in the Fashion Studies strand replace existing content in the Home Economics (Clothing) courses in junior high, and in the Clothing and Textiles courses in senior high. A detailed correlation of the Fashion Studies strand to these practical arts courses can be found in this section (see "Fashion Studies: Correlations with Practical Arts Courses: Home Economics (Clothing) 7, 8 and 9" and "Fashion Studies: Correlations with Practical Arts Courses: Clothing Textiles 10, 20 and 30").

TRANSITIONS

To the Workplace

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Information from the National Occupational Classification (NOC) regarding occupations in fashion-related areas that can be accessed upon completion of high school is provided in this section (see "Fashion Studies: Related Occupations").

To Related Post-secondary Programs

There is articulation between Fashion and numerous programs offered at the post-secondary level. The intermediate and advanced level modules provide students with some indication as to whether they would be interested in entering one of the fashion-related courses at the college or university level. An outline of post-secondary institutions in Alberta currently offering programs in fashion-related areas is provided in this section (see "Fashion Studies: Summary of Related Post-secondary Programs").

Opportunities for post-secondary learning in Alberta are outlined in the booklet entitled *It's About Time: to start thinking about your future,*

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(1995, published by Alberta Advanced Education and Career Development Education. (See attached summary.)

A *Directory of Canadian Apparel and Textile Education Programs* is published by the Canadian Apparel Federation (see Section I for address).

To Other Government Initiatives

There is a joint project between the federal government of Canada's Industrial Adjustment Service program and the Fashion Industry Development Institute to determine current and future training needs of the apparel industry, and to develop an action plan for meeting these needs.

To Industry Initiatives

- The manufacturing committee of the Fashion Industry Development Institute (FIDI) has developed a production training program for the industry. The 20-week program involves a combination of classroom training in a facility provided by the Calgary Board of Education and on-site experience provided by manufacturers who were sponsoring students. FIDI administers the program, sets the course content, and is responsible for renting facilities and equipment and for hiring the necessary training personnel. Students successfully completing the course are awarded a certificate by FIDI.
- The Edmonton Garment Initiatives Committee (EGIC) was established to "promote and increase the competitive advantage of the local garment industry." The membership is representative of various sectors of the garment industry including design, manufacturing, retail and education as well as government agencies.

CREDENTIALLING

Limited opportunities for credentialling are available in the Fashion Studies strand.

LINKAGES – Fashion Studies: Connections with Other CTS Strands

Fashion Studies Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro-Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Foods	Financial Management	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Production																					
FAS1030: Ready, Set, Sew!		■	▤	▤			▤			■											
FAS1040: Fashion Basics		■	▤			▤	▤			■											
FAS1050: Repair and Recycle		■	▤				▤			■											
FAS1060: Creating Accessories 1		■	▤			▤	▤			■											
FAS1070: Creative Yarns/Textiles		■	▤				▤			■											
FAS2070: Creative Construction		■	▤				▤			■											
FAS2080: Activewear		■	▤				▤			■											
FAS2120: Surface Embellishment		■	▤				▤			■											
FAS2090: Specialty Fabrics 1		■	▤				▤			■											
FAS2100: Sewing for Others		■	▤	▤			▤			■			▤					▤			
FAS2110: Creating Home Decor		■	▤				▤			■											
FAS2160: Creating Accessories 2		■	▤				▤			■											
FAS2150: Upholstery		■	▤				▤			■									■		
FAS2050: Flat Pattern		■	▤				▤			■											
FAS2060: Pattern Drafting 1		■	▤				▤			■											
FAS3040: Contemporary Tailoring		■	▤				▤			■											
FAS3060: Couture		■	▤			▤	▤			■											
FAS3080: Cultural Fashions		■	▤			▤	▤			■										▤	
FAS3090: Specialty Fabrics 2		■	▤				▤			■											
FAS3030: Pattern Drafting 2		■	▤				▤			■											
Theme: Design																					
FAS2030: CAD Patterns 1		■	▤				■			■											
FAS2040: Evolution of Fashion		■	▤				■			■										▤	
FAS2010: Fashion Dynamics		■	▤			▤	■			■											
FAS2020: Fashion Illustration 1		■	▤				■			■											
FAS3020: CAD Patterns 2		■	▤				■			■											
FAS3070: Creators of Fashion		■	▤				■			■											
FAS3010: Fashion Illustration 2		■	▤				■			■											
Theme: Merchandising																					
FAS2140: Fashion Merchandising		■	▤				▤			■								■			
FAS3140: Fashion Retailing		■	▤				▤			■								■			

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	■
Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.	▤

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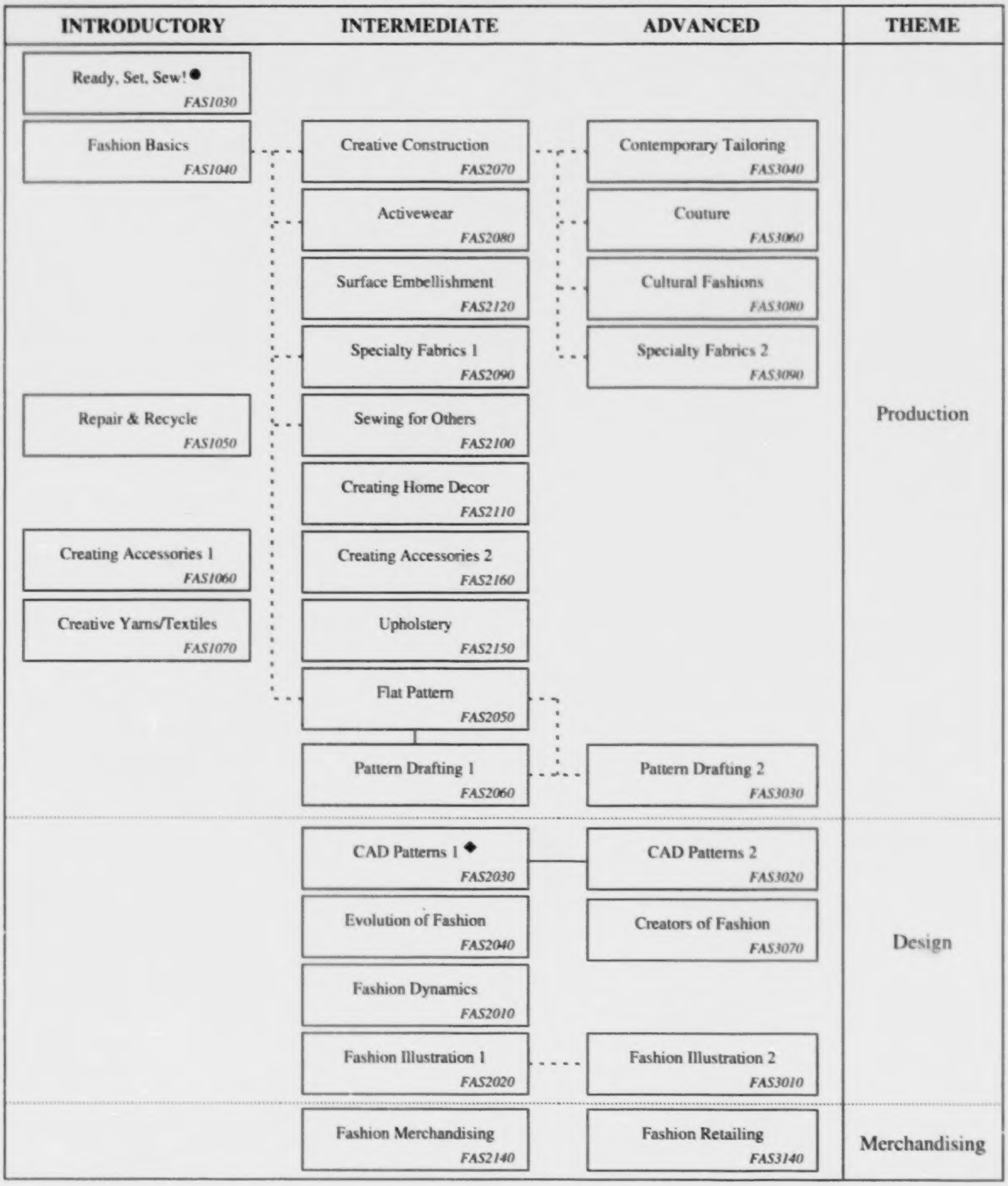
LINKAGES: *Fashion Studies: Extended Scope and Sequence*



INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Ready, Set, Sew! ● *FAS1030*			Production
Fashion Basics *FAS1040*	Creative Construction *FAS2070*	Contemporary Tailoring *FAS3040*	
	Activewear *FAS2080*	Couture *FAS3060*	
	Surface Embellishment *FAS2120*	Cultural Fashions *FAS3080*	
	Specialty Fabrics 1 *FAS2090*	Specialty Fabrics 2 *FAS3090*	
Repair & Recycle *FAS1050*	Sewing for Others *FAS2100*		
	Creating Home Decor *FAS2110*		
Creating Accessories 1 *FAS1060*	Creating Accessories 2 *FAS2160*		
Creative Yarns/Textiles *FAS1070*	Upholstery *FAS2150*		
	Flat Pattern *FAS2050*		
	Pattern Drafting 1 *FAS2060*	Pattern Drafting 2 *FAS3030*	
	CAD Patterns 1 ◆ *FAS2030*	CAD Patterns 2 *FAS3020*	Design
	Evolution of Fashion *FAS2040*	Creators of Fashion *FAS3070*	
	Fashion Dynamics *FAS2010*		
	Fashion Illustration 1 *FAS2020*	Fashion Illustration 2 *FAS3010*	
	Fashion Merchandising *FAS2140*	Fashion Retailing *FAS3140*	Merchandising

——— Prerequisite   - - - - Recommended sequence

● Prerequisite to all modules within the Production Theme, with the possible exceptions of FAS1070, FAS2120, FAS2150, FAS2160.

† Module is also offered in Design Studies.

◆ Refer to specific modules for additional prerequisites.

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LINKAGES: *Fashion Studies: Linkage Opportunities within CTS*

INTRODUCTORY	INTERMEDIATE	ADVANCED	STRAND
Project 1A *CTR1110*	Project 2A *CTR2110*	Project 3A *CTR3110*	Career Transitions
	Project 2B *CTR2120*	Project 3B *CTR3120*	
	Project 2C *CTR2130*	Project 3C *CTR3130*	
	Project 2D *CTR2140*	Project 3D *CTR3140*	
CAD Fundamentals (Computer-aided Design) *DES1110*	CAD Application (Computer-aided Design) *DES2030*	CAD Modelling Studio *DES3100*	Design Studies
		Portfolio Presentation *DES3190*	
	Implementing the Venture *ENT2040*		Enterprise and Innovation
	Promotion: Visual Merchandising *MAM2030*		Management and Marketing
	Promotion: Advertising *MAM2020*		

Fashion Studies in Junior High

Course Emphasis	Fashion Studies Modules	Design Studies Modules	Management & Marketing Modules
Production (3 modules)	Ready, Set, Sew! *FAS1030*		
	Fashion Basics *FAS1040*		
	Repair & Recycle *FAS1050*		
Production (4 modules)	Creating Home Decor *FAS2110*	Sketch Draw & Model *DES1010*	
	Creative Yarns/ Textiles *FAS1070*	CAD Fundamentals (Computer-aided Design) *DES1050*	
Merchandising (2 modules)			Management & Marketing Basics *MAM1010*
			Quality Customer Service *MAM1020*

MODULE DES1050: CAD FUNDAMENTALS (COMPUTER-AIDED DESIGN)

Level: Introductory

Theme: Drafting for Design and Technical Drawing Skills

Prerequisite: None

Module Description: Students develop basic knowledge and skills in computer-aided design (CAD).

Module Parameters: Access to a computer with a CAD software package, a printer and/or plotter, and basic sketching and drawing tools and equipment.

Note: It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline, drafting and in CAD.

Supporting Module: DES1060 Drafting/Design Fundamentals

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate basic knowledge and skills required to operate CAD software	• skills examination on CAD software. *Assessment Tool* *Teacher-designed examination (approximately 20 questions/tasks) specific to designated CAD application* *Standard* *Performance rating of 1 for each criteria*	30
• use CAD to produce and print/plot a multiview drawing and/or pictorial drawing and/or surface development	• production of a multiview and/or pictorial drawing and/or surface development. *Assessment Tool* *Project Assessment: CAD Fundamentals, (DES1050–1)* *Standard* *Performance rating of 1 for each criteria*	60

MODULE DES1050: CAD FUNDAMENTALS (COMPUTER-AIDED DESIGN) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
- select, organize and present design projects	- maintenance and presentation of a module-based design portfolio emphasizing his or her understanding of CAD software operation skills through the student's discourse regarding the process(es), tools, and functions used in producing his or her drawing(s). *Assessment Tool* *Presentations/Reports: Drafting for Design and Technical Drawing Skills (Introductory) (DESPRE–1B)* *Standard* *Performance rating of 1 for each criteria*	10
- demonstrate basic competencies.	- observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Skills Development	- identify and demonstrate use of tools (e.g., pens, lines, fillets, chamfers, shapes, rulers, scales), methods (e.g., snapping to grid, measuring, scaling) and functions (e.g., snapping to the end of a line, centering, cleaning up, breaking lines) with teacher direction and assistance - read and interpret pictorial drawings and multiview sketches for pertinent information - use CAD skills to produce two-dimensional multiview drawing(s) complete with dimensions and/or pictorial drawings and/or surface developments complete with dimensions - print or plot drawings.	Some students may have the background to perform these operations upon entering the module. Students should be encouraged to share their knowledge with each other. Where appropriate, students could work as partners during this module. Complementary modules to this one are available in the Information Processing strand and may be drawn from there if additional emphasis is required.

MODULE DES1050: CAD FUNDAMENTALS (COMPUTER-AIDED DESIGN) (continued)

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	*The student should:*	Teachers will determine the computer and software students will use. An important indication of a student's skill development in this module will be how quickly they can access and use the CAD software to produce assigned drawings. This element of "speed" can be one indicator of capability when the student is assessed.
Applied Problem Solving	• select and use CAD tools, methods and functions to produce multiview drawing(s) (minimum three views) from simple three-dimensional objects (e.g., angled wooden blocks, foot stool, chair) or from pictorial drawing(s) (e.g., isometric, oblique, perspective) of these objects and/or pictorial drawings and/or surface developments • demonstrate the use of layers on at least one drawing.	Applied problem solving in this module centres on the student's ability to select appropriate tools, methods and functions for achieving specific tasks. Suggested briefs: • logo design • lingerie bag • disc caddy • locker organizer.

MODULE DES1050: CAD FUNDAMENTALS (COMPUTER-AIDED DESIGN) (continued)

Concept	Specific Learner Expectations	Notes
Presentation, Design Journal and Portfolio	*The student should:* • print/plot drawings and include them in a design portfolio.	As this is a skill development module, students may not formally present their work as they would in other modules (e.g., 3-D Design Fundamentals). Students should still be able to describe what they are doing if asked. Design briefs may be followed through into Fashion Production modules. Computer may be used as a tool in completing Fashion Design modules.

MODULE DES2030: CAD APPLICATIONS (COMPUTER-AIDED DESIGN)

Level: Intermediate

Theme: Drafting for Design and Technical Drawing Skills

Prerequisite: None

Module Description: Students apply their previous learnings, and add knowledge, skills and techniques associated with computer-aided design (CAD) to the context of new design-related tasks.

Module Parameters: Access to a computer with a computer-aided design (CAD) software package, a printer and/or plotter, and basic sketching and drawing tools and equipment.

Note: It is recommended that students have access to instruction from an individual with formal specialized training in a design discipline, drafting and CAD.

Supporting Modules: DES1050 CAD Fundamentals

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• use CAD software to produce and print/plot intermediate level multiview and/or pictorial drawings and/or surface developments	• production of a multiview and/or pictorial drawing and/or surface development using teacher-specified CAD software. *Assessment Tool* *Project Assessment: CAD Applications (DES2030–1)* *Standard* *Performance rating of 1 for each criteria*	80
• select, organize and present design projects	• maintenance and presentation of a module-based design portfolio and a design journal. Emphasis will be placed on the accuracy of application of the CAD software to the drawing assignment, and the student's discourse regarding the process(es), tools and functions used in producing his or her drawing. *Assessment Tool* *Presentations/Reports: Drafting for Design and Technical Drawing Skills (Intermediate) (DESPRE–2B)* *Standard* *Performance rating of 2 for each criteria*	20

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MODULE DES2030: CAD—APPLICATIONS (COMPUTER-AIDED DESIGN) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Skills Development	*The student should:* • identify and demonstrate commonly used tools, methods and functions (see CAD Fundamentals) without teacher direction and assistance • read and interpret pictorial and other types of sketches for pertinent information • use CAD skills to produce layered fully dimensioned multiview drawings and pictorial drawings and/or surface developments • print or plot drawings.	Students completing this module should be fully versed in basic CAD use. Teachers may provide students with experience on other computer software that links to and/or supports CAD.
Applied Problem Solving	• select and use CAD tools, methods and functions to produce layered multiview drawings and pictorial drawings and/or surface developments from pictorial sketches or real three-dimensional objects • demonstrate the use of layers on at least one drawing.	As with CAD Fundamentals, applied problem solving in this module centres on the student's ability to select appropriate tools, methods and functions for achieving specific tasks. Suggested briefs: • personalized skirts, shorts or pants from measurements or through use of computerized slopers.

MODULE DES2030: CAD—APPLICATIONS (continued)

Concept	Specific Learner Expectations	Notes
Presentation, Design Journal and Portfolio	*The student should:* • print/plot drawings and include them in a portfolio • explain drawings as required (e.g., technique/ application used, purpose of element in the drawing, terminology).	A critique in this module may emphasize sharing information about CAD rather than solutions to design problems. Specific project activities should concentrate on skill development with a specific CAD package. Design briefs may be followed through into Fashion Production modules. Computer may be used as a tool in completing Fashion Design modules.

MODULE DES3100: CAD MODELLING STUDIO (COMPUTER-AIDED DESIGN)

Level: Advanced

Theme: Drafting for Design and Technical Drawing Skills

Prerequisite: None

Module Description: Students solve design problems, using advanced computer-aided design (CAD) methods, advanced commands, three-dimensional modelling techniques, rendering, shading and animation techniques.

Module Parameters: Access to a computer with a CAD software package capable of generating 3-D images, a compatible animation package and a printer and/or plotter.

Note: It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline, drafting and CAD.

Supporting Module: DES2030 CAD Applications

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • use advanced CAD commands and techniques to design working prototypes of solutions to advanced level design problems	*Assessment of student achievement should be based on:* • production of still and/or animated images based on advanced level design brief and using teacher-specified software. *Assessment Tool* *Project Assessment: CAD Modelling Studio (DES3100–1)* *Standard* *Performance rating of 2 for each criteria*	80

MODULE DES3100: CAD MODELLING STUDIO (COMPUTER-AIDED DESIGN) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• select, organize and present design projects	• maintenance and presentation of a module-based design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and/or peers will be placed on the degree of resolution of the design brief, and the student's discourse regarding: – the software used – his or her justification for the selection/use of the software – the process used to achieve the product (e.g., collaboration). *Assessment Tool* *Presentations/Reports: CAD Modelling Studio (DES3100-2)* *Standard* *Performance rating of 3 for each criteria*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal exploration during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Skills Development	• identify, select and use appropriate CAD and related software (e.g., three-dimensional modelling software) in the context of design	Teachers may provide students with several options for computer software they may use. Also see the related learner expectations in 3-D Design Studio 1.

MODULE DES3100: CAD MODELLING STUDIO (COMPUTER-AIDED DESIGN) (continued)

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	*The student should:* • create a three-dimensional model image and/or working drawings on a computer in response to a problem specified in a project brief, and print work generated.	Students should be made aware that time is an important factor in using CAD and that they should become faster and more efficient with each project.
Applied Problem Solving	• apply the personal computer and specified CAD software to resolve problems as outlined in project briefs.	Students should have had previous experience in CAD and feel confident in using the chosen software independently in this module. They should share CAD techniques, tips and hints to their advantage in the process of solving problems. By allowing sharing to take place, teachers and students will learn and improve their CAD techniques.
Presentation, Design Journal and Portfolio	• see Specific Learner Expectations for 2-D Design Studio 1 • maintain and update a portfolio as described in 2-D Design Studio 1. Additions from this module would include all project related material (e.g., sketches, notes, a computer disk containing images produced through CAD and three-dimensional modelling software, hard copies of these images), the design journal, and appropriate supplementary material.	As with the other CAD modules, students might produce portfolio of their work on a computer disk and support this with selected still images (printed or plotted) and/or a video tape of selected images. Design briefs may be followed through into Fashion Production modules. Computer may be used as a tool in completing Fashion Design modules.

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MODULE DES3190: PORTFOLIO PRESENTATION

Level: Advanced

Theme: Business/Issues/History

Prerequisite: None

Module Description: Students prepare a presentation portfolio for a specific purpose, such as entry into the workplace or a post-secondary institution.

Module Parameters: Tools and equipment for mounting, recording and/or displaying design work. Specialized facilities or equipment depend on the approach taken to the module.
Note: It is recommended that students have access to instruction from an individual with formal, specialized training in a design discipline.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• prepare a presentation portfolio for the purpose of gaining entry into the workplace and/or a post-secondary educational institution	• quality of the portfolio. *Assessment Tool* *Project Assessment: Portfolio Presentation (DES3190–1)* *Standard* *Performance rating of 3 for each criteria*	70
• present the portfolio in an interview setting	• preparation and presentation of a design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and peers will be placed on the scope and presentation quality of the portfolio, and the student's ability to present his or her portfolio in a professional manner. *Assessment Tool* *Presentations/Reports Portfolio Presentation (DES3190–2)* *Standard* *Performance rating of 3 for each criteria*	30

MODULE DES3190: PORTFOLIO PRESENTATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal exploration during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Skills Development	*The student should:* • describe the purpose of the portfolio being designed.	It is extremely important for students to be able to present a well-crafted portfolio. The portfolio should exhibit the breadth and depth of the student's capabilities, and indicate his or her academic, personal management and teamwork skills. The portfolio may take several forms and be made up of several parts (e.g., flats of two-dimensional design and photography, photographs or slides of three-dimensional work, video tape, computer disk, or any combination of the above). The student's collection of work retained during his or her studies in design will form the basis for this final presentation portfolio.

MODULE DES3190: PORTFOLIO PRESENTATION (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	*The student should:* • select the most appropriate work for inclusion in the portfolio • prepare the selected work for inclusion in the portfolio. This might include remounting and/or reworking some pieces, photographing or videotaping design work • write a supporting page introducing the student and providing a listing and short description of the portfolio contents and/or provide a description of the work and rationale for the work through the video medium.	
Presentation, Design Journal and Portfolio	• see Specific Learner Expectations for 2-D Design Studio 1 • present completed portfolio to teacher and peers.	See notes from other Studio modules.

MODULE ENT2040: IMPLEMENTING THE VENTURE

Level: Intermediate

Theme: Making It Happen

Prerequisite: None

Module Description: Students implement and assess a venture.

Note: A venture may take the form of a class project; e.g., selling popcorn, or it may recognize student experience in running a small business.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: ENT1010 Challenge & Opportunity
ENT1020 Planning a Venture

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• implement a venture • describe management procedures required to start the venture	• **logbook record** that includes the following: – implementation timelines – implementation procedures for: • managing • marketing • financing • human resource requirements • producing/servicing requirements. *Assessment Tool* *Logbook Record Checklist: Making It Happen, ENT2040–1* *Standard* *All applicable sections have been completed*	20
• demonstrate leadership qualities in implementing the venture	• **reflection record** consisting of an examination of his or her personal leadership style and its appropriateness for the venture. *Assessment Tool* *Reflection Record: Leadership, ENT2040–2* *Standard* *Supportive evidence is provided for a minimum of five of the nine criteria as outlined*	10

MODULE ENT2040: IMPLEMENTING THE VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate problem solving and decision making at each implementation stage of the venture	• a **written critique and/or oral presentation** that describe the problem-solving and decision-making process during the venture planning and implementation stages. *Assessment Tool* *Problem Solving Assessment for a Venture Plan, ENT2040–3* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	60
• assess the venture	• a **set of criteria** developed by the student to assess the success (as personally defined) of the venture (plan). *Assessment Tool* *Criteria Development in Venture Assessment, ENT2040–4* *Standard* *The venture assessment includes a minimum of five criteria and supporting evidence*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Starting the Venture	• identify the start-up requirements for the venture	Determine type of fashion show.
	• select the form of business ownership for the venture.	Not applicable in planning a fashion show.

MODULE ENT2040: IMPLEMENTING THE VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Managing the Venture	*The student should:* • describe the functions of management • analyze why businesses fail, and illustrate the consequences of poor and/or inadequate planning • explain short- and long-range plans for the venture • explain management models and leadership styles.	Fashion show planning would include theme, location and timing. Not applicable in planning a fashion show.
Marketing the Venture	• devise and implement a market plan considering: – sales and distribution – advertising – pricing.	Publicity and advertising for the fashion show, production or venture. Consider links with Management and Marketing module: "Promotion: Print and Broadcast Advertising".
Financing the Venture	• explain the need for and limitations of a budget and its implications in the financial plan of the venture: – income – expenditures: • production • labour • distribution • marketing • design a strategy for measuring, monitoring and controlling results against the plans • prepare a cash flow projection.	Plan a budget for the fashion show, production or venture.
Human Resources Requirements	• identify human resources needs and how these are to be met • identify career ladders for personnel.	Who will be in charge of each component of the fashion show, production or venture.

MODULE MAM2020: PROMOTION: ADVERTISING

Level:	Intermediate
Theme:	Marketing Systems and Strategies
Prerequisite:	None
Module Description:	Students are introduced to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.
Module Parameters:	Access to a cassette player with a microphone and camcorder for broadcast advertising; computer workstation with graphics software is recommended for print advertising.
Supporting Module:	MAM1010 Management & Marketing Basics

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe principles involved in the advertising process and apply these principles to print and broadcast media	*Assessment of student achievement should be based on:* • a concept test consisting of questions regarding the principle concepts and terminology in the advertising process including: – definition of advertising and publicity – controversial issues, laws, regulations and ethics in advertising – identification and selection of target markets – objectives of advertising – examples of geographical advertising (local, regional, national, international) – media: advantages and disadvantages of each medium and cost considerations (print and broadcast media). *Assessment Tool* *Sample Test Items*—Marketing Today: A Retail Focus, 2^{nd} *ed., Teacher's Resource, Chapter 12 test* *Standard* *Rating of 60% or higher on concept test*	10

MODULE MAM2020: PROMOTION: ADVERTISING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• investigate and report on basic broadcast media types and concepts	• a presentation or report consisting of a minimum of three of the following: – types of broadcast media – role of Canadian Radio–television and Telecommunications Commission (CRTC) – brief history of both radio and television – types of ownership of both radio and television – local examples of radio stations and television networks and the types of audiences they attract. *Assessment Tool* *Presentations/Reports: Overview of Broadcast Media (MAM2020–4)* *Standard* *Rating of 2 for each applicable task*	10
• evaluate advertisements for print, radio and television mediums	• an evaluation of advertisements consisting of a collection of three advertisements for each medium (print, radio and television) which includes: – type of media, target market, objective – effective use of each component or production techniques – how the AIDA concept was used (Attention, Interest, Desire, Action). *Assessment Tool* *Assessment Task: Evaluation of Print Advertisements (MAM2020–5)* *Assessment Task: Evaluation of Radio and Television Commercials (MAM2020–6)* *Standard* *Three advertisements evaluated for each media, all sections completed*	20

MODULE MAM2020: PROMOTION: ADVERTISING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• design and create an effective promotional advertisement for two of the following media: – print – television – radio	• a project consisting of: – preplanning of advertisement through use of rough draft, radio script or storyboard – final draft – presentation of the advertisements – self-assessment of created advertisement. *Assessment Tool* *Assessment Guide: Print Advertisements (MAM2020–1)* *Assessment Guide: Production of Radio Commercials (MAM2020–2)* *Assessment Guide: Production of Television Commercials (MAM2020–3)* *Standard* *Rating of 2 in each applicable task*	50
• identify personal interests and opportunities as they relate to careers in advertising	• a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range. *Assessment Tool* *Assessment Task: Career Profiles (MAMCARE)* *Standard* *Three career profiles, all sections completed*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE MAM2020: PROMOTION: ADVERTISING (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Advertising Process	• explain what advertising is and what purpose it serves	For extra time in completing this module, use a Career Transitions module.
	• differentiate between publicity and advertising	Collect a range of advertisements and publicity notices and establish a portfolio or scrapbook.
	• describe the various criticisms, controversies, laws and ethics regarding advertising	Gender stereotyping, misleading advertising, and regulations.
• Target Market	• provide examples that illustrate a variety of target markets for the following types of advertisements: – consumer products – consumer services – business product – business service – advocacy (institutional) advertising	Who will buy it, when, where? Are features of product or service transformed into customer benefits?
• Objectives	• describe a variety of objectives marketers use when developing advertising campaigns	For example, attract new customers, inform customers of a new product.
• Geographic Market	• provide specific examples of geographical promotional strategies: – local – regional – national – international	For example, small local businesses advertising locally versus large corporations advertising nationally.
• Media	• identify and provide examples of various print and broadcast media • describe the advantages and disadvantages of each medium • compare costs in relationship to return on investment (audience versus cost of creating/producing and placing advertisement).	
Creating a Print Advertisement	• explain the steps in planning a print advertisement: – type of print media – state the objective – define the target audience – select the buying motive (use of USP)	For example, newspaper, magazine, flyer, direct mail. Unique selling points.

MODULE MAM2020: PROMOTION: ADVERTISING (continued)

Concept	Specific Learner Expectations	Notes
Creating a Print Advertisement (continued)	*The student should:* • identify and analyze each component of a print advertisement: – borders – headline(s) – illustration or graphic – copy – logo (signature) • demonstrate the use of effective layout arrangements: – use of borders – use of white space – use of different fonts – placement of the various components • present and evaluate own print advertisement.	Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.
Overview of Broadcast Media	• describe the types of broadcast advertising • describe the role of the CRTC • describe the history of both radio and television • explain the types of ownership and programming found in radio and television • identify a variety of radio stations available to the various listeners in the immediate area • describe the types of television stations: – network-affiliated – network-owned – independent • describe other means of television advertising such as cablevision, pay-TV, videocassette recordings, satellite, infomercials.	Radio, television. Not applicable in a fashion studios context.

MODULE MAM2020: PROMOTION: ADVERTISING (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Advertising on Radio	• analyze radio advertising including: – radio time slots – effectiveness of commercial • identify and calculate the cost of radio commercials in various time slots • identify elements involved in preparation of a radio commercial • demonstrate the use of radio production techniques when planning and producing a radio commercial • present and evaluate own radio commercial.	Use of AIDA concept: attract attention, create interest, stimulate desire, induce action. Analyze radio ads: e.g., script types, live versus taped, length, repetition, voices. Students may create advertisements for existing or various types of fashion outlets or a fashion show.
Advertising on Television	• analyze television commercials including: – time slots – effectiveness of the commercial • identify and calculate the costs of television commercials in various time slots • demonstrate the use of television production techniques when planning and producing a television commercial: – storyboard preparation – use of equipment • present and evaluate own television commercial.	Use of AIDA concept: attract attention, create interest, stimulate desire, induce action. Camcorder-types and lengths of shots, lighting, production sequence.
Career Exploration	• analyze a variety of career opportunities in print and broadcast advertising • identify personal interests, talents and experiences as they relate to careers in print and broadcast advertising.	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions. Careers in the fashion industry.

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MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING

Level: Intermediate

Theme: Marketing Systems and Strategies

Prerequisite: None

Module Description: Students identify different types of visual merchandising, and describe how to construct attention-getting displays and how to evaluate visual merchandising.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: MAM1010 Management & Marketing Basics
MAM2020 Promotion: Advertising

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and explain basic visual merchandising concepts	• a visual merchandising manual using a choice of diagrams, pictures and/or video consisting of the following visual merchandising concepts: – objectives and types of visual merchandising – elements, principles and guidelines of visual merchandising. *Assessment Tool* *Assessment Task Checklist: Visual Merchandising Manual (MAM2030–1)* *Standard* *Rating of 2 in each applicable area*	20
• create a collection of visual merchandising ideas for a calendar year	• a yearly visual merchandising planner for a business. Minimum of eight visual merchandising ideas in the planner, which represents a full year's visual merchandising plan. Ideas should include type of display, theme, merchandise, props, supplies to be used and a sketch showing the elements and principles of design being applied. *Assessment Tool* *Assessment Task: Yearly Visual Merchandising Planner (MAM2030–2)* *Standard* *Rating of 2 in each applicable task area*	20

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MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• design and construct a visual merchandising presentation	• creating an interior and/or exterior visual presentation for a specific organization/business. *Assessment Tool* *Assessment Guide: Visual Merchandising Presentations (MAM2030–3)* *Standard* *Rating of 2 in each applicable task*	40
• evaluate various forms of visual merchandising	• an evaluation of a minimum of three visual merchandising presentations that demonstrate use of design techniques. *Assessment Tool* *Assessment Task: Evaluation of Visual Merchandising Presentations (MAM2030–4)* *Standard* *Three evaluations, all sections completed*	10
• identify personal interests and opportunities as they relate to careers in visual merchandising	• a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range. *Assessment Tool* *Assessment Task: Career Profiles (MAMCARE)* *Standard* *Three career profiles, all sections completed*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Visual Merchandising	• describe what visual merchandising is and provide examples, illustrations and/or pictures of various displays/presentations	Linkages with Fashion Studies.

MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
• Objectives	• explain how displays/visual presentations can influence the customer: – route traffic – catch attention – expand window theme – pleasant store environment – quick product identification – entice entry to store – reinforce store image – support sales presentations	The words *display* and *visual presentation* have the same meaning. Retailers use both; in general the term display is being replacing by the term visual presentation.
• Types	• describe the different types of visual merchandising presentations and provide examples: – *interior* (open—gondola, shelving, racks, ledge, platform, etc.; closed—showcases and shadow boxes, architectural or built-up displays) – *exterior* (closed, semi-closed, open) – *season* (pre-season, runner, clearance)	Assess the effectiveness of several retail outlet displays.
	• show how the interior presentations can be coordinated with exterior presentations	
• Visual Merchandising Ideas	• describe how ideas are generated for visual merchandising	
	• list visual presentation ideas for a variety of events and themes.	Holiday themes, events, other displays, brainstorming with others.
Display Design		
• Elements	• identify and describe the elements of design as they relate to visual merchandising: – use of lines—vertical, horizontal, curve, diagonal – use of shape—geometric, organic, positive, negative – use of colour—terminology, schemes, moods – background – use of three-dimensional space – use of weight, size and texture	Consider links with Design Studies and Communication Technology. Props versus products, foreground versus background.

MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
• Principles	*The student should:* • identify and describe the principles of design as they relate to visual merchandising: – patterns—interface, stairstep, gradation, pyramid, zigzag, repetition, radiation – balance, formal and informal – harmony and contrast – rhythm – proportion – emphasis – unity.	
Creating Visual Presentations • Guidelines	• apply basic guidelines when creating visual presentations – use the KIS concept (**K**eep **i**t **S**imple) – keep the customer's viewpoint in mind – use lighting to enhance the display – use props to enhance the merchandise and theme	Props can be built, bought or borrowed. Use and construct different kinds of props.
• Planning and Creating	• apply the steps in planning a visual presentation: – identify the objective – select theme, merchandise and location – compute cost of constructing presentation – assemble supplies and materials needed – prepare display area, merchandise and props – construct the visual presentation – maintain a display.	Clean windows, background and floor; merchandise neat and clean; props in good repair; maintain lighting fixtures.

MODULE MAM2030: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Evaluating Displays	• evaluate the effectiveness of the visual presentation: – location – design – theme – impact/appeal • recommend possible changes to the process of creating the presentation and to the display itself.	
Career Exploration	• analyze a variety of career opportunities in visual merchandising • identify personal interest, talents and experiences as they relate to careers in visual merchandising.	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions. Careers in the fashion industry.

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LINKAGES – *Fashion Studies: Connections Across the Curriculum*

Across the Curriculum

Fashion Studies Modules	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Production																			
FAS1030: Ready, Set, Sew!			▤																
FAS1040: Fashion Basics			▤																
FAS1050: Repair and Recycle			▤				▤		▤	▤							▤	▤	
FAS1060: Creating Accessories 1			▤				▤										▤		
FAS1070: Creative Yarns/Textiles			▤	▤			▤										▤		
FAS2070: Creative Construction			▤				▤										▤		
FAS2080: Activewear			▤	▤															
FAS2120: Surface Embellishment			▤				▤										▤		
FAS2090: Specialty Fabrics 1			▤	▤															
FAS2100: Sewing for Others			▤												▤				
FAS2110: Creating Home Decor			▤				▤										▤		
FAS2160: Creating Accessories 2			▤				▤										▤		
FAS2150: Upholstery			▤							▤									
FAS2050: Flat Pattern			▤							▤									
FAS2060: Pattern Drafting 1			▤							▤									
FAS3040: Contemporary Tailoring																			
FAS3060: Couture																	▤		
FAS3080: Cultural Fashions		▤							▤								▤		▤
FAS3090: Specialty Fabrics 2			▤	▤															
FAS3030: Pattern Drafting 2			▤							▤									
Theme: Design																			
FAS2030: CAD Patterns 1			▤							▤									
FAS2040: Evolution of Fashion		▤							▤								▤	▤	▤
FAS2010: Fashion Dynamics			▤																
FAS2020: Fashion Illustration 1			▤				▤										▤		
FAS3010: Fashion Illustration 2			▤				▤										▤		
FAS3020: CAD Patterns 2			▤							▤									
FAS3070: Creators of Fashion		▤															▤	▤	▤
Theme: Merchandising																			
FAS2140: Fashion Merchandising			▤							▤							▤		
FAS3140: Fashion Retailing			▤							▤							▤		

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	■
Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.	▤

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LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Home Economics (Clothing Textiles) 7, 8, 9*

THEME CODE:	LEVEL:
A. Production	1. Introductory
B. Design	2. Intermediate
C. Merchandising	3. Advanced

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
SEWING 1																													
orientation to laboratory	X																												
safe use and care of equipment	X																												
fabric terminology	X		X	X			X																						
hand stitching techniques		X	X																										
simple pattern	X	X		X																									
sewing machine construction, terminology and skills	X	X	X																										
clothing care	X		X				X																						
CLOTHING 1																													
function of clothing																													
fabric terminology (see Sewing 1)		X	X	X																									
pattern terminology and symbols (as found on student's project pattern)		X																											

* September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Home Economics (Clothing Textiles) 7, 8, 9 (continued)*

	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
construction terms, skills (required to complete project)	X	X	X	X	X	X																							
applied decoration			X					X																					
clothing care		X	X																										
Creative Textiles																													
textile related handworks					X																								
skills practice with a selection of handworks					X																								
SEWING II																													
review safe use and care of equipment	X	X	X	X	X																								
introduction and/or review of fabric terminology	X	X	X	X																									
fabric construction	X	X																											
preparation for sewing	X	X		X																									
pattern	X	X																											

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Home Economics (Clothing Textiles) 7, 8, 9 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
construction techniques	X	X	X	X																									
management plan	X	X	X	X	X																								
CLOTHING II																													
function of clothing										X								X											
elements of design applicable to clothing design and selection																X	X	X	X										
Sports Gear																													
qualities of sports gear							X																						
***SEWING III**																													
review safe use and care of equipment		X	X	X	X																								
fabric	X	X	X	X																									
advanced skills and techniques (building on skills from Sewing II)		X	X	X	X																								

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Home Economics (Clothing Textiles) 7, 8, 9 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew!	Fashion Basics	Repair and Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Activewear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
Clothing III																													
wardrobe																		X											
review of design (see Clothing II)																X	X	X	X										
purchase of clothing	X	X	X																										
SPECIAL PURPOSE SEWING																													
qualities of household textiles				X							X																		

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30*

THEME CODE:
A. Production
B. Design
C. Merchandising

LEVEL:
1. Introductory
2. Intermediate
3. Advanced

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
CLOTHING AND TEXTILES 10																													
Project Construction																													
selection and safe use of equipment, basic construction techniques						X	X	X	X	X	X	X	X	X	X														
use of a commercial pattern, selection of appropriate fabric and notions						X	X	X	X	X	X	X	X																
application of good management principles considering time, energy and other resources						X	X	X	X	X	X	X	X	X	X	X	X	X	X										
evaluating projects using established standards	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
Clothing and Individual Expression																													
physical, social, and psychological aspects of clothing																	X	X											
elements and principles of design applied to clothing selection																		X											
wardrobe planning, clothing and fabric buymanship																		X											
project construction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Textiles and Care																													
fibre and yarn characteristics, fabric construction	X	X	X	X	X	X	X	X	X	X	X	X	X																
fabric finishes, dyeing, printing and applied design					X			X																					

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
labelling and care of textile products, consumer rights and responsibilities	X	X	X						X																				
Clothing Construction 10 (1 or 2 modules)																													
pattern selection and alterations, suitability of fabrics and notions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X														
skill development in garment construction, basic construction techniques		X				X	X		X	X																			
work planning, organization, standards for evaluation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Outdoor Clothing (1 or 2 modules)																													
Physiological adaptations to the environment, cultural devices used to adapt to the environment						X	X		X	X																			

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
specific techniques for construction outdoor clothing and equipment						X	X		X	X																			
Fabric Art																													
history and application of several fabric art techniques					X																								
elements and principles of design																		X											
preparation and evaluation of fabric art project					X																								
CLOTHING AND TEXTILES 20																													
Advanced Textiles																													
history of textile development, fibre characteristics, man-made fibres, weaves, knits									X											X				X					

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
new fabric and finish technology, textile laws, trademarks									X											X				X					
Pattern Alteration and Fit																													
pattern alterations, fitting procedures, fitting during project construction						X				X																			
evaluation of fit, construction of the fitted garment		X				X	X		X	X																			
Clothing Construction 20																													
advanced construction techniques, construction of garments or other fabric items						X	X	X	X	X	X	X	X																
management of sewing project considering resources available, evaluation of projects according to standards of construction and fit.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
Fashion Industry/Careers																													
production and distribution of textiles, consumption patterns of individuals in families																				X									X
career opportunities in the fashion industry, examination of Canadian fashion industries	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
government regulations, merchandising techniques, consumer skills																				X									X
Special Fabrics I																													
special fabric techniques, project construction						X	X		X	X	X										X	X	X	X					
good management principles, evaluation of the project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

* September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
Household Textiles																													
selection and care of household textiles includingcarpets, window treatments, linens, and upsholstery				X							X		X																
construction of a project, evaluation of a project considering cost, skill development, design functionality, and energy conservation				X							X		X																
Historical and Cultural Roles of Clothing																													
social, political, economic, and cultural influences on clothing																	X						X						
fashion terms, period fashions																	X												
cultural and social aspects of clothing																	X	X					X						

* September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CADPatterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
Sports Clothing																													
physiological reactions to environmental conditions							X			X																			
functionality of clothing and clothing design							X			X																			
construction and evaluation of a project							X			X																			
CLOTHING AND TEXTILES 30																													
Advanced Construction 1																													
advanced construction techniques for tailored garments																					X								
fitting, alterations, shaping																					X	X	X						

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
good management in construction, evaluation of the project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X	X	X				
Advanced Construction II																													
further development of construction techniques and management principles						X	X	X	X	X	X	X	X	X	X						X	X	X	X	X				
Special Fabrics II																													
problem-solving, experimentation with special fabrics						X	X	X	X	X	X		X								X	X	X	X					
construction of a project, evaluation of techniques and standards achieved, comparison with commercially produced items						X	X	X	X	X	X		X	X	X						X	X	X	X					

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 2	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
Clothing for Special Needs																													
adaptations of clothing design, construc-tion techniques and fabrics for special physical or environmental circumstances							X		X	X													X	X					
construction and evaluation of a project suited for a special physical or environmental need							X		X	X													X	X					
Pattern Making																													
basic principles of shaping fabrics using flat pattern, drafting, draping, or combination techniques														X	X							X	X		X				
concepts and principles of design, construction and management applied to a student design project														X	X			X	X			X	X		X			X	
design and construction of a project														X	X			X	X			X	X		X			X	

* September 1997: All practical arts courses replaced by Career and Technology Studies.

LINKAGES – *Fashion Studies: Correlations with Practical Arts Courses*: Clothing Textiles 10, 20, 30 (continued)*

LEVEL	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	C	A	A	A	A	A	B	B	B	C
	Ready, Set, Sew	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Creative Construction	Active Wear	Surface Embellishment	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Creating Accessories 2	Upholstery	Flat Pattern	Pattern Drafting 1	CAD Patterns 1	Evolution of Fashion	Fashion Dynamics	Fashion Illustration 1	Fashion Merchandising	Contemporary Tailoring	Couture	Cultural Fashions	Specialty Fabrics 2	Pattern Drafting 2	CAD Patterns 2	Creators of Fashion	Fashion Illustration 2	Fashion Retailing
Clothing and Culture																													
research into the development and function of clothing in selected cultural and historic groups																						X	X						
construction and evaluation of an ethnic design										X													X						
new technologies in fibres and processes, political and social influences																								X					

* September 1997: All practical arts courses replaced by Career and Technology Studies.

TRANSITIONS – *Fashion Studies: Related Occupations*

Information for this chart was obtained from the National Occupational Classification (NOC) descriptions.

Educational Requirements:

D:	High School Education	B:	College or Vocational Education
C:	Apprenticeship	A:	University

Occupational Profile	NOC#	D	C	B	A
Display Designer/Visual Merchandiser	5243	✓		✓	
Dry Cleaning and Laundry Occupations	6681	✓			
Dry Cleaning and Laundry Supervisors	6214	✓			
Fabric, Fun and Leather Cutters	9452	✓			
Fashion Designer	5243	✓		✓	✓
Hide and Pelt Processing Workers	9453	✓			
Image, Social and Other Personal Consultants	6481	✓		✓	
Industrial Engineering and Manufacturing Technologists and Technicians	2233			✓	
Inspectors and Testers, Fabric, Fur and Leather Products Manufacturing	9454	✓			
Ironing, Pressing and Finishing Occupations	9619	✓			
Jewellers, Watch Repairers and Related Occupations	7344	✓		✓	
Labourers in Textile Processing	9616	✓			
Manufacturing Manager	0911	✓		✓	✓
Model	5232	✓			
Other Labourers in Processing, Manufacturing and Utilities	961	✓			
Other Professional Engineers	2148				✓
Patternmakers – Textile, Leather and Fur Products	5245	✓		✓	
Retail and Wholesale Buyers	6233	✓		✓	✓
Retail Salespersons and Sales Clerks	6421	✓			
Retail Trade Manager	6211	✓		✓	✓
Sewing Machine Operator	9451	✓			
Shoe Repairers and Leatherworkers	9498	✓		✓	
Supervisors, Fabric, Fur and Leather Products Manufacturing	9225	✓			
Supervisor, Textile Processing	9216	✓		✓	
Tailors, Dressmakers, Furriers and Milliners	7342	✓			
Textile Dyeing and Finishing Machine Operators	9443	✓			
Textile Fibre and Yarn Preparation Machine Operators	9441	✓			
Textile Inspectors, Graders and Samplers	9444	✓			
Theatre, Fashion, Exhibit and Other Creative Designers	5243			✓	✓
Weavers, Knitters and Other Fabric Making Occupations	9442	✓			

TRANSITIONS – *Fashion Studies: Summary of Post-secondary Programs*

	PUBLIC COLLEGES												PRIVATE COLLEGES						TECH. INST.		Banff	UNIVERSITIES				VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College	APPRENTICESHIP TRADE	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Interior Design/Technology						D			D										D				C						
Art/Art History/Visual Arts (textiles)	D(4 y)	-	CD 2t	D	CD 2t			D2t	2t		D2t			B	V						V		BM	BM	BM				
Textile Conservation and Curatorship																							D						
Theatre Production & Design Arts								D	D		D										V		B						
Fashion Design & Merchandising/ Production/Tailoring							C			CD										C									C
Home Economics (degree program with specialization in Clothing & Textiles)			1t			1t	V	1t	1t		1t			1t	1t	1t							BM		1t				

CODES:					
B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

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FASHION STUDIES

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and sources national of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
    - – basic learning resources
    - – support learning resources
    - – teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Fashion Studies curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Clothing: Fashion, Fabrics, Construction.* (3rd edition.) Jeanette Weber. Glencoe/McGraw-Hill, 1997. This text provides a comprehensive coverage of clothing/apparel: history, culture, family needs, fabrics, fabric care, consumer aspects and issues in the fashion industry. A student workbook, teacher's classroom resource box and teacher's annotated edition are available.	1030 1040 1050	2010 2070 2080 2090 2100	3040 3060 3090
LRDC	*Drawing Fashion.* Bill Thames. Mission Hills, CA: Glencoe Publishing Co., McGraw-Hill Ryerson, 1993. Provides step-by-step procedures to illustrate fashion. Organized into three parts: the figure, the garment and the fabric. The proportions of the male and female fashion figures (as per industry standard) and the changing proportions of children's figures from toddler to adolescent are included. The techniques for drawing garments and for rendering fabrics are clearly explained in detail. The conclusion includes a description of portfolio presentation and a glossary of terms. This book would be useful to both the novice and the experienced person interested in fashion illustration.		2020	3010
LRDC	*Fashion! A Study of Clothing Design and Selection, Textiles, the Apparel Industry and Careers.* Mary Wolfe. Condord, ON: Irwin Publishing Inc., 1993. Includes information on clothing design and selection, textiles, the apparel industry and fashion careers. The information is presented in an easy-to-read format and is well illustrated. Instructor's Manual provides suggestions for presenting the concepts with individual and group activities. Evaluation techniques and tools are included.	1030 1040 1070	2010 to 2120 2140 2150 2160	3020 to 3090 3140
LRDC	*Guide to Producing a Fashion Show.* Judith Everett and Kristen Swanson. New York, NY: Fairchild Books and Visuals, 1993. This book is a "behind the scenes" comprehensive guide to planning, promoting and presenting the fashion show. It also gives much career information and explores the value of a fashion show as a promotional tool. A complementary instructor's guide is available upon request when purchasing the text.		2140	3060 3070 3140

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Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Inside the Fashion Business.* (5th edition.) Jeannette Jarnow and Miriam Guerreiro. Don Mills, ON: Collier Macmillan Canada, 1991. This 568 page text provides a comprehensive coverage of the various aspects of the fashion industry – design, production and marketing of men's, women's and children's apparel and accessories. The content is based on specific fashion industry segments explaining relevant concepts and terminology. The statistics and associations referenced are American and would have to be supplemented with Canadian information. There is an accompanying instructor's manual with suggested activities and test questions and answers.		2140	3140
LRDC	*Let's Sew: A Beginner's Sewing Guide.* N. Zieman. Nancy's Notions, Ltd., 1991. This text presents sewing basics in an easy-to-follow format with clear illustrations and directions. It introduces the basic sewing tools, use of a sewing machine and serger and the selection and use of fabrics, patterns and introductory sewing techniques. This is a valuable resource for the beginner sewer to undertake simple projects. Teachers should use the resource with other materials and activities.	1030 1040		
LRDC	*Singer Reference Library Series.* Mississauga, ON: Random House, dates vary. Series consists of: *Creating Fashion Accessories; Creative Sewing Ideas; Decorative Machine Stitching; More Creative Sewing Ideas; More Sewing for Home; Quick and Easy Sewing Projects; Quilt Projects by Machine; Quilting by Machine; Sewing Essentials; Sewing for Children; Sewing for Special Occasions; Sewing for Style; Sewing for the Home; Sewing Lingerie; Sewing Pants that Fit; Sewing Projects for the Home; Sewing Specialty Fabrics; Sewing with an Overlock; Sewing with Knits* and *Timesaving Sewing.*	1030 to 1070	2060 to 2150	3060 3080

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Advanced Fashion Sketchbook.* Bina Albing. New York, NY: Fairchild Books and Visuals, 1991. Provides step-by-step instructions for the more advanced student of fashion sketching. The focus is on fashion illustration, design details and rendering techniques. The Layout section shows how to place, group and exhibit figures for visual impact. The Line, Marker and Wash sections provides the readers with information on developing their own personal style. The Style section contains sketches by 10 different artists with comments on the style of each.		2020	3010
LRDC	*AUTOCAD.* (Macintosh Release 12 and Windows Release 12.) Autodesk Inc./Merlan Scientific Ltd. Courseware. AUTOCAD is a 2D/3D technical drawing and drafting software package for intermediate and advanced level courses. AUTOCAD is required for some pattern drafting software functions (e.g., PC Patterns).		2030 2050 2060	3020 3030
LRDC	*Basic Pattern Skills for Fashion Design.* Bernard Zankoff and Jeanne Price. New York, NY: Fairchild Books and Visuals, 1987. This book presents methods for creating an original design through the use of basic flat pattern techniques. Clear illustrations and explanations are provided for a series of basic flat pattern designs applied to bodices, collars, sleeves and skirts. Note: As an American text, the measurements are imperial not metric.		2050 2060	3030
LRDC	*Business of Sewing, The: How to Start, Maintain and Achieve Success.* (2nd edition.) Barbara Wright Sykes. New York, NY: Fairchild Books and Visuals, 1992. A pocketbook with a wealth of information, sample charts and forms to set up custom sewing business. Encourages love of sewing into a business with profit. The author does sewing consulting work, owns "Elegance in Vogue" Stores and is an outstanding teacher award recipient. She gives advice on organizing, marketing, managing, developing a business plan, obtaining funds, determines pricing, maintaining a professional manner and solving problems. Contains a detailed bibliography, resource guide of print pattern companies, notions, software wholesale distributors and more. For production and business merchandising study.		2100 2140	

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*CADTERNS: Custom Patternmaking. Line Skirt from Start to Finish.* (DOS Version 2.2 and Windows Version 3.) White Rock, BC: CADTERNS Custom Clothing Inc., 1990-1996. Cadterns (Lab Pack) provides the software for drafting custom slopers for skirt, pant, bodice, blouse and sheath. This program contains on-line help and an on-line tutorial exercise. Note: It requires companion software programs to function as a computer assisted patternmaking system.		2030 2050 2060	3020 3030
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. A series of videos and utilization guides relevant to all CTS strands. The series consists of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Project Planning; Responsibility* and *Technical Writing.*	all	all	all
LRDC	*Classic Tailoring Techniques: A Construction Guide for Men's Wear.* Roberto Cabrera and Patricia Flaherty Meyers. New York, NY: Fairchild Books and Visuals, 1983. A detailed guide to the construction of men's wear, specifically jackets, pants and vests. This book examines patternmaking for each garment including how to measure, the muslin fitting, and adjusting the pattern. Construction of each item is covered in depth - from layout and cutting of fabric through to the final pressing of the finished garment. It provides information on basic alterations, tailoring supplies and hand stitches used in tailoring. Note: Both imperial and metric measures are included.			3040
LRDC	*Classic Tailoring Techniques: A Construction Guide for Women's Wear.* Roberto Cabrera and Patricia Flaherty Meyers. New York, NY: Fairchild Books and Visuals, 1984. A detailed guide to the construction of women's wear, specifically jackets, skirts, and pants. This book examines patternmaking for each garment including how to measure, the muslin fitting and adjusting the pattern. Construction of each item is covered in depth - from layout and cutting of fabric through to the final pressing of the finished garment. It provides information on basic alterations, tailoring supplies and hand stitches used in tailoring. Both imperial and metric measures are included.			3040

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Fashion Merchandising: An Introduction.* (5th edition.) Elaine Stone. Don Mills, ON: Maxwell Macmillan Canada, 1990. This text provides an introduction to the concepts, practices and careers in the merchandising of fashion. The content is presented in an easy-to-read format; however, the pictures are black and white not colour. The text is organized into four units: The Dynamics of Fashion, The Producers of Fashion, The Markets for Fashion and The Merchandising of Fashion. Four appendices provide information on career opportunities in the fashion business. There is an instructor's manual available at no cost. It includes teaching suggestions and assignments as well as a test bank.		2010 2040 2140	3140
LRDC	*Fashion Retailing.* Ellen Diamond. Toronto, ON: Nelson Publishing Canada, 1993. Explores the many facets of fashion retailing from traditional to current innovative concepts. Each chapter features learning objectives, highlights of chapter, discussion questions, two care problems and investigative activities. An appendix on terms and one on specific job opportunities and preparation for entering this career field. Focus is on specific proven companies in the U.S. and some international, and a section per chapter on small store applications. There are eight colour photo pages and a few black and white photos. U.S. resource.		2140 2160	3060 3070 3080 3140
LRDC	*Fashion Sketchbook.* (2nd edition.) Bina Albing. New York, NY: Fairchild Books and Visuals, 1995. Provides a practical approach for drawing the fashion figure with an explanation of proportions, form, structure and balance. Part One covers figure basics and Part Two covers garment details. This edition includes figures and fashions for men, women and children (including baby, toddler, child and pre-teen categories). Clear and precise instructions make this text a suitable resource for the novice fashion illustrator.		2020	3010
LRDC	*Fundamentals of Men's Fashion Design: A Guide to Casual Clothes.* (2nd edition.) Edmund Roberts and Gary Onishenko. New York, NY: Fairchild Books and Visuals, 1985. This text provides clear illustrations and simplified drafting and design methods for men's casual clothes. Casual garments include shirts, geometrics, pants, outerwear, jackets, sweaters and knitwear. Note: As an American text, the measurements are imperial not metric.		2050 2060	3030

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Hat Tricks (W5.)* CTV Program & Archive Sales, 1990. Video. This six minute W5 program introduces Alex Tilley, a Canadian entrepreneur who has become famous for his "Tilley Hat".		2100 2160	
LRDC	*Homes Today and Tomorrow.* (5th edition.) R.F. Sherwood. Glencoe/McGraw-Hill, 1997. A colorful well illustrated text on housing and interior design. Topics include housing needs, housing styles, consumer concerns, construction methods, elements and principles of design, planning interiors and applying design and construction principles. The resource has a strong career focus with interviews with practising designers, links from the classroom to the workplace and "Design Challenge" activities to help students build portfolios. A student workbook and teacher's annotated edition are available.	1060	2010 2110	
LRDC	*How to Draft Basic Patterns.* (4th edition.) Ernestine Kopp, et al. New York, NY: Fairchild Books and Visuals, 1991. This text provides the principles and instructions for drafting slopers for sleeves, waists, skirts, dresses, capes, caftans and jumpsuits. Illustrations include imperial measurements with a metric conversion chart provided at the end of the book.		2040	3070 3080
LRDC	*Illustrating Fashion: Concept to Creation.* S. Stipelman. Fairchild Books and Visuals, 1996. The text introduces the different step-by-step approaches of drawing the basic fashion figure by presenting the history of garments combined with drawing techniques. It will benefit the more advanced student with such complex drawing concepts as manipulating the figure, rendering, draping, drawing, voluminous garments as well as the vital industry subjects of drawing flats, with an accent on the history of fashion design. This book will also serve as a reference for designers, merchandisers and illustrators.		2020	3010
LRDC	*In Style - 100 Years of Canadian Women's Fashion.* Caroline Routh. Concord, ON: Irwin Publishing Inc., 1993. Addresses the significance of dress and fashion as part of Canada's cultural past. The author has examined and researched garments from our past and has presented a lively chronicle of women's dress in the century that saw Canada become a nation. The author has included many excellent illustrations representing high fashion everyday wear, formal, informal, outdoor and recreational dress organized by the decades of Canadian fashion.		2050 2060	3030

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
STR	*PC Patterns* (Version 2.0.) Isabelle Lott and George Lott, Jr. East Grand Rapids, MI: Pattern Work, 1993. PC Pattern Program with sloper library and users guide is a design tool to allow and to help students explore pattern drafting and to create clothing designs of their own. The pattern created can be sized into many sizes (graded), and embellished. Fabric yardages and layouts can be calculated. Full sized patterns with all average symbols can be printed for student use with the appropriate equipment. Note: You must have AUTOCAD to use this program.		2030	3020
LRDC	*Reader's Digest Complete Guide to Needlework.* Pleasantville, NY: Reader's Digest Association (Canada) Ltd., 1979. Technical text with excellent illustrated method steps to produce a variety of needlework. Contents include embroidery, needlepoint, knitting, appliqué, quilting, patchwork, macramé, crochet, rug making and lace work. No content on historical aspects of arts or cultural variety.	1050 1060 1070	2110 2120 2150	
LRDC	*Reader's Digest Complete Guide to Sewing.* Pleasantville, NY: Reader's Digest Association (Canada) Ltd., 1995. This 582 page reference book is timeless. It includes basic information on sewing tools, supplies, sewing machine and the sewing area. Illustrations, descriptions and directions are provided on pattern, fabrics, cutting, fitting and sewing techniques. Content includes sewing garments for women, men and children as well as sewing for the home and sewing accessories.	1030 1040 1050 1060	2010 2070 2080 2090 2100 2110 2150	3040 3060 3090
LRDC	*Sewing Seams Simple for Teens: Volume 1: Waist Pants.* Jeflyn Video Consultants, 1996. Video. This 50 minute video provides a step-by-step visual presentation of pattern layout, pinning, cutting and sewing techniques involved in a specific introductory project. It is presented by a fashion designer and her teen student. The directions are demonstrated on specific pattern (Simplicity Pattern #8677) and apply to many other elastic waist patterns for pants, shorts and skirts.	1030		
LRDC	*Skills in Home Economics Textiles.* J. Ridgwell, et al. Heinemann Books, 1989. This text provides numerous activities with a investigative approach to learning about textiles. It looks at the use of textiles (in the home and workplace), different types of fibres, how fibres become fabrics, designing, and cleaning and caring for cloths. It includes examples of how technology affects textiles. Note: It would require supplementary Canadian information (labelling, product information), because it is a British publication.	1030 1050 1060 1070		

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Upholstering Methods*. F.W. Zimmerman. Goodheart-Willcox Company, Irwin Publishing, 1992. This 192 page text provides a solid foundation in all upholstery processes through the use of tools, materials and techniques. A seven page answer key for questions at the end of each chapter is available free of charge when purchasing the textbook.		2150	
LRDC	*Upholstering: A Practical Guide*. D. Gaston. Harper Collins Publishers, 1993. This 192 page book provides detailed information on upholstery. Topics include tools, equipment and materials, buying upholstered furniture and basic skills and techniques in upholstery. Specific projects for chairs, stools, couches and cushions are provided. A instructor's answer key is available.		2150	
LRDC	*Visual Merchandising and Display*. (3rd edition.) Martin Pegler. New York, NY: Fairchild Books and Visuals, 1995. Includes information on store windows and exteriors, lighting, line and composition, coloured texture, mannequins and dimensional forms, fixtures masking and proscenia, furniture props, sale ideas, signage, point-of-purchase display, trade shows and fashion shows. Instructor's guide provides assignments, projects and classroom activities which encourage creative thinking and visualizing for merchandising and display.		2140	3140

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Clothing: Fashion, Fabrics, Construction.* (3rd edition.) Jeanette Weber. Glencoe/McGraw-Hill, 1997. Teacher's Annotated Edition and Teacher Classroom Resource Box. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Evaluating Apparel Quality.* (2nd edition.) Anita Stamper, et al. New York, NY: Fairchild Books and Visuals, 1991. Text and Instructor's Guide. Gives a brief history and overview of the apparel manufacturing industry and then concentrates on the industry standards for quality. This text is extremely comprehensive and would be a useful reference for the instructor as well as senior students involved in research assignments. The Instructor's Guide suggests projects, discussion questions and teaching strategies upon request; it is complimentary when purchasing the textbook.	1030 1040 1050	2010 2070 2080 2090 2100	3040 3060 3080 3090
LRDC	*Fashion Merchandising: An Introduction.* (5th edition.) Elaine Stone. Don Mills, ON: Maxwell Macmillan Canada, 1990. Instructor's Manual. See Support Learning Resources for annotation and module correlation.			
LRDC	*Fashion! A Study of Clothing Design and Selection, Textiles, the Apparel Industries, and Careers.* Mary Wolfe. Concord, ON: Irwin Publishing Inc., 1993. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Guide to Producing a Fashion Show.* Judith Everett and Kristen Swanson. New York, NY: Fairchild Books and Visuals, 1993. Instructor's Guide. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Homes Today and Tomorrow.* (5th edition.) R.F. Sherwood. Glencoe/McGraw-Hill, 1997. Teacher's Annotated Edition. See Support Learning Resources for annotation and module correlation.			
LRDC	*Inside the Fashion Business.* (5th edition.) Jeannette Jarnow and Miriam Guerreiro. Don Mills, ON: Collier Macmillan Canada, 1991. Instructor's Manual. See Basic Learning Resources for annotation and module correlation.			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Metric Pattern Cutting.* (3rd edition.) Winifred Aldrich. Blackwell Scientific Publications, Copp Clark Longman Ltd., 1994. This 184 page intermediate and advanced level text provides a range of pattern blocks, an introduction to the principles of pattern cutting and a few examples of their application into garments. There is an upgraded section on Computer Grading and some ideas on computer aided design and pattern development. Note: Metric measures are used throughout.		2030 2060	3020 3030
LRDC	*Metric Pattern Cutting for Menswear.* (2nd edition.) Winifred Aldrich. Don Mills, ON: Oxford University Press, Copp Clark Longman Ltd., 1990. This 144 page advanced level text provides a flexible system of pattern cutting for menswear. It includes the traditional classic suit block and basic shirt blocks but concentrates on illustrating pattern adaptations. The book includes a section on unisex sportswear and a chapter on computer-aided design (CAD). Note: Metric measures are used throughout.		2030 2060	3020 3030
LRDC	*Patternmaking for Fashion Design.* (2nd edition.) H.J. Armstrong. Harper Collins Publishers, 1995. A comprehensive, patternmaking reference source with clear instructions, corresponding easy-to-follow technical illustrations and up-to-date fashion sketches. A full range of foundation patterns are included, with new sections on children's and men's fashions. Appendices include metric conversion tables and reproducible charts.		2030 2050 2060	3020 3030
LRDC	*Retailing in Canada.* D. Wesley and William Basztyk. Scarborough, ON: Prentice Hall Canada Inc., 1993. Detailed technical text profiling more than 30 Canadian businesses to show how retailers apply the practical concepts in actuality. Contents on concepts of consumer behaviour, merchandising, retail operations technology, financial management, and human resources management, and chapters have objectives, key terms, and summaries and review discussion questions. Three pages of mini colour photos. Good current spotlights (e.g., MM Marvelous Muffins, Simpsons and Bay mergers). Specific to career study and Fashion Merchandising modules.		2140	3140
LRDC	*Upholstering Methods.* F.W. Zimmerman. Goodheart-Willcox Company, Irwin Publishing, 1992. Answer Key. See Support Learning Resources for annotation and module correlation.			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Upholstering: A Practical Guide*. D. Gaston. Harper Collins Publishers, 1993. See Support Learning Resources for annotation and module correlation			
LRDC	*Visual Merchandising and Display*. (3rd edition.) Martin Pegler. New York, NY: Fairchild Books and Visuals, 1995. Instructor's Guide. See Support Learning Resources for annotation and module correlation.			

FASHION STUDIES RESOURCES

THEME CODE:
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FORMAT CODE:
p - Print
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STATUS CODE:
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S - Support
T - Teacher
O - Other

LEVEL CODE:
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JR/SR HIGH CODE:
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S - Senior High

	Format	*Status*	*Junior/Senior High*	Ready, Set, Sew!	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Fashion Dynamics	Fashion Illustration 1	CAD Patterns 1	Evolution of Fashion	Flat Pattern	Pattern Drafting 1	Creative Construction	Activewear	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Surface Embellishment	Fashion Merchandising	Upholstery	Creating Accessories 2	Fashion Illustration 2	CAD Patterns 2	Pattern Drafting 2	Contemporary Tailoring	Couture	Creators of Fashion	Cultural Fashions	Specialty Fabrics 2	Fashion Retailing
LEVEL				1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	A	A	B	B	B	B	A	A	A	A	A	A	A	A	C	A	A	B	B	A	A	A	B	A	A	C
Module Numbers				1030	1040	1050	1060	1070	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2140	2150	2160	3010	3020	3030	3040	3060	3070	3080	3090	3140
Advanced Fashion Sketchbook	*p*	S	S							X														X								
Release 12)	*s*	S	S								X		X	X											X	X						
Basic Pattern Skills for Fashion Design	*p*	S	S										X	X												X						
Business of Sewing, The: How to Start, Maintain and Achieve Success (2nd Ed.)	*p*	S	S															X			X											
CADTERNS: Custom Pattern Making. Line Skirt from Start to Finish (DOS Version 2.2/Windows Version 3)	*s*	S	S								X		X	X											X	X						
Classic Tailoring Techniques: A Construction Guide for Men's Wear	*p*	S	S																								X					
Classic Tailoring Techniques: A Construction Guide for Women's Wear	*p*	S	S																								X					
Clothing: Fashion, Fabrics, Construction (3rd Ed.)				X	X	X			X						X	X	X	X									X	X			X	
Student Text	*p*	B	J/S																													
Student Workbook	*p*	O	J/S																													
Teacher's Classroom Resource Box	*p*	T	J/S																													
Teacher's Annotated Edition	*p*	T	J/S																													
Drawing Fashion	*p*	B	S							X														X								
Evaluating Apparel Quality (2nd Ed.)				X	X	X			X						X	X	X	X									X	X		X	X	
Text	*p*	T	J/S																													
Instructor's Guide	*p*	T	J/S																													

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Module Numbers	*Format*	*Status*	*Junior/Senior High*	1030 Ready, Set, Sew!	1040 Fashion Basics	1050 Repair & Recycle	1060 Creating Accessories 1	1070 Creative Yarns/Textiles	2010 Fashion Dynamics	2020 Fashion Illustration 1	2030 CAD Patterns 1	2040 Evolution of Fashion	2050 Flat Pattern	2060 Pattern Drafting 1	2070 Creative Construction	2080 Activewear	2090 Specialty Fabrics 1	2100 Sewing for Others	2110 Creating Home Decor	2120 Surface Embellishment	2140 Fashion Merchandising	2150 Upholstery	2160 Creating Accessories 2	3010 Fashion Illustration 2	3020 CAD Patterns 2	3030 Pattern Drafting 2	3040 Contemporary Tailoring	3060 Couture	3070 Creators of Fashion	3080 Cultural Fashions	3090 Specialty Fabrics 2	3140 Fashion Retailing
LEVEL				1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	A	A	B	B	B	B	A	A	A	A	A	A	A	A	C	A	A	B	B	A	A	A	B	A	A	C
Fashion! A Study of Clothing Design and Selection, Textiles, the Apparel Industry and Careers				X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Student Text	*p*	B	J/S																													
Instructor's Manual	*p*	T	J/S																													
Fashion Merchandising: An Introduction (5th Ed.)									X			X									X											X
Student Text	*p*	S	S																													
Instructor's Manual	*p*	T	S																													
Fashion Retailing	*p*	S	S																		X		X					X	X	X		X
Fashion Sketchbook (2nd Ed.)	*p*	S	S							X														X								
Fundamentals of Men's Fashion Design: A Guide to Casual Clothes (2nd Ed.)	*p*	S	S										X	X												X						
Guide to Producing a Fashion Show																					X							X	X			X
Text	*p*	B	S																													
Instructor's Guide	*p*	T	S																													
Hat Tricks (W5)	v	S	S															X					X									
Homes Today and Tommorrow (5th Ed.)							X		X										X													
Text	p	S	J/S																													
Student Workbook	p	O	J/S																													
Teacher's Annotated Edition	p	T	J/S																													
How to Draft Basic Patterns (4th Ed.)	*p*	S	S									X																	X	X		

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LEVEL				1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	A	A	B	B	B	B	A	A	A	A	A	A	A	A	C	A	A	B	B	A	A	A	B	A	A	C
Illustrating Fashion: Concept to Creation	*p*	S	S						X															X								
In Style - 100 Years of Canadian Women's Fashion	*p*	S	S										X	X												X						
Inside the Fashion Business (5th Ed.)																					X											X
Text	*p*	B	S																													
Instructor's Manual	*p*	T	S																													
Let's Sew: A Beginner's Sewing Guide	*p*	B	J	X	X																											
Metric Pattern Cutting (3rd Ed.)	*p*	T	S								X			X											X	X						
Metric Pattern Cutting for Menswear (2nd Ed.)	*p*	T	S								X			X											X	X						
Patternmaking for Fashion Design (2nd Ed.)	*p*	T	S								X		X	X											X	X						
PC Patterns (IBM Version 2.0)	*s*	S	S								X														X							
Reader's Digest - Complete Guide to Needlework	*p*	S	J/S			X	X	X											X	X		X										
Reader's Digest - Complete Guide to Sewing	*p*	S	J/S	X	X	X	X		X						X	X	X	X	X			X					X	X			X	
Retailing in Canada	*p*	T	S																		X											X
Sewing Seams Simple for Teens: Volume 1: Waist Pants	*v*	S	J	X																												

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	Format	*Status*	*Junior/Senior High*	Ready, Set, Sew!	Fashion Basics	Repair & Recycle	Creating Accessories 1	Creative Yarns/Textiles	Fashion Dynamics	Fashion Illustration 1	CAD Patterns 1	Evolution of Fashion	Flat Pattern	Pattern Drafting 1	Creative Construction	Activewear	Specialty Fabrics 1	Sewing for Others	Creating Home Decor	Surface Embellishment	Fashion Merchandising	Upholstery	Creating Accessories 2	Fashion Illustration 2	CAD Patterns 2	Pattern Drafting 2	Contemporary Tailoring	Couture	Creators of Fashion	Cultural Fashions	Specialty Fabrics 2	Fashion Retailing
LEVEL				1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
THEME				A	A	A	A	A	B	B	B	B	A	A	A	A	A	A	A	A	C	A	A	B	B	A	A	A	B	A	A	C
Module Numbers				1030	1040	1050	1060	1070	2010	2020	2030	2040	2050	2060	2070	2080	2090	2100	2110	2120	2140	2150	2160	3010	3020	3030	3040	3060	3070	3080	3090	3140
Singer Reference Library																																
Creating Fashion Accessories	*p*	B	J			X																										
Creative Sewing Ideas	*p*	B	J			X																										
Decorative Machine Stitching	*p*	B	J/S			X	X												X	X												
More Creative Sewing Ideas	*p*	B	J/S			X									X																	
More Sewing for Home	*p*	B	J/S			X	X												X													
Quick and Easy Sewing Projects	*p*	B	S			X																										
Quilt Projects by Machine	*p*	B	J/S			X	X												X													
Quilting by Machine	*p*	B	J/S			X	X												X													
Sewing Essentials	*p*	B	J	X	X	X																										
Sewing for Children	*p*	B	S															X		X												
Sewing for Special Occasions	*p*	B	S												X		X			X								X				
Sewing for Style	*p*	B	J/S	X	X										X		X			X												
Sewing for the Home	*p*	B	J/S			X	X												X													
Sewing Lingerie	*p*	B	S														X					X										
Sewing Pants That Fit	*p*	B	S											X																		
Sewing Projects for the Home	*p*	B	J/S			X	X												X													
Sewing Specialty Fabrics	*p*	B	S														X													X		
Sewing with an Overlock	*p*	B	J	X	X																											
Sewing with Knits	*p*	B	S													X	X															
Timesaving Sewing	*p*	B	J	X	X		X																									

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LEVEL				1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3
THEME				A	A	A	A	A	B	B	B	B	A	A	A	A	A	A	A	A	C	A	A	B	B	A	A	A	B
Skills in Home Economics Textiles	*p*	S	J	X		X	X	X																					
Upholsering Methods																						X							
Text	*p*	S	S																										
Answer Key	*p*	T	S																										
Upholstering: A Practical Guide																						X							
Text	*p*	S	S																										
Instructor's Answer Key	*p*	T	S																										
Visual Merchandising and Display (3rd Ed.)			S																		X								
Text	*p*	S	S																										
Instructor's Guide	*p*	T	S																										

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Other Resources	Levels/Module No.		
		1	2	3
MMC	*Clothing: Fashion, Fabrics, Construction.* (3rd edition.) Jeanette Weber. Glencoe/McGraw-Hill, 1997. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
MMC	*Homes Today and Tomorrow.* (5th edition.) R.F. Sherwood. Glencoe/McGraw-Hill, 1997. Student Workbook. See Support Learning Resources for annotation and module correlation.			

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and nonprint resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension,* 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1-800-267-7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403-496-7000

Calgary Public Library
Telephone: 403-260-2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403-495-3027
Fax: 403-495-5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403-464-8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

OTHER GOVERNMENT SOURCES

Alberta Agriculture
Rm 100A, J.G. O'Donoghue Bldg
7000 – 113 Street
Edmonton, AB T6H 5T6
Telephone: 403–427–0391
Fax: 403–427–2861

- Booklets
- Pamphlets

Alberta Economic Development and Tourism
Industry Development Branch
12th Floor, Commerce Place, 10155 - 102 St.
Edmonton, Alberta
Telephone: 403–423-6504
Fax: 403–427–0610

- Library
- Reference books
- Periodicals

Alberta Economic Development & Tourism
Industry Development Branch
12th Floor, 10155 – 102 Street
Edmonton AB T5J 4L6
Telephone: 403–427–6504
Fax: 403–427–5924

- Apparel, Clothing & Textiles and Sewn Products

Alberta Economic Development & Tourism
Small Business & Tourism Development Div.
12th Floor, 10155 – 102 Street
Edmonton AB T5J 4L5
Telephone: 403–426–3685
Profiles:

- Clothing Manufacturers
- Men's Clothing Stores
- Women's Clothing Stores
- Children's Clothing Stores

Alberta Museums Association
9829 – 103 Street
Edmonton AB T5K 0X9
Telephone: 403–424–2626
Fax: 403–424–1679
Internet: ama@freenet.edmonton.ab.ca

Provincial Museum of Alberta
12845 – 102 Avenue
Edmonton AB T5N 0M6
Telephone: 403–453–9133
Fax: 403–454–6629

- The Provincial Museum of Alberta's classroom program is presented by a museum interpreter, and is available to schools in the Edmonton area. The program examines fashion as an art form which reflects changing social and political patterns. The program includes a slide show on fashion from Elizabeth I to the 1930s and a fashion show highlighting fashion from the past 100 years. For more information call the Museum booking office at 403–453–9131.

Industry Canada, Consumer Products/ Directorate
10225 - 100 Avenue
Edmonton, Alberta T5J 0A1
Winnipeg's office handles inquiries:
Telephone: 204–983-8905
Fax: 204–983-5511

Consumer Products Information Handout
- Textiles
- Consumer Packaging and Labelling

Investment Promotion and Services Group Investment Canada
P.O. Box 2800, Stn D.
Ottawa ON K1P 6A5
Telephone: 613–995–0465
Fax: 613–996–2515
- The Canadian Apparel Industry, Report 1991
- Periodicals
- Tradeshows
- Associations

PROFESSIONAL ASSOCIATIONS

Alberta Home Economics Association
Box 4688
Edmonton, AB T6E 5G5
Telephone: 489–1666

Alberta Teachers' Association
Home Economics Specialist Council
Barnett House
11010 – 142 Street
Edmonton, AB T5N 2R1
Telephone: 1–800–232–7208

Canadian Home Economics Association
901, 151 Slater Street
Ottawa, ON K1P 5H3

INDUSTRY ORGANIZATIONS/ ASSOCIATIONS

Canadian Apparel Federation
605, 130 Slater Street
Ottawa, ON K1P 6E2
Telephone: 613–231–3220
Fax: 613–231–2305
e-mail: 76470.314@compuserve.com
Website: http://www.apparel.org

- Directory of Canadian Apparel and Textile Educational Programs
- Designers: The Newsletter of the Design Division
- Federation Bulletin

Chilton Book Company
Radnor, PA 19089
- Books and booklets

Coats Canada Inc.
1001 Roselawn Avenue
Toronto, Ontario M6B 1B8
Telephone: 416–785–1370
1–800–268–3620
Fax: 416–785–1370
Fax: 416–782–1472
- Educator's Catalogue

Designnews
372 Richmond Street West, Suite 112
Toronto, ON
Telephone: 416–977-3620
Fax: 416–977-2637
- Newsletter published bi-month
  6 issues/supplement
- *Designers: The Newsletter of the Design Division, Canadian Apparel Federation*

Dominion Simplicity Ltd.
7 Curity Avenue
Toronto, ON M4B 3I8
- Books, booklets, videos

Fairchild Books & Visuals
7 West 34th Street
New York, NY 1001
Telephone: 212–630–3875
Fax: 212–630–3868
- Catalogues, books, videos, industry directories, market research
- *Women's Wear Daily Magazine*

Fashion Industry Development Institute
c/o Alberta Manufacturing
1001 10th Ave. SW
Calgary, AB
Telephone: 403–245–8321
Fax: 403–245–6643

Festival of Canadian Fashion
21 Grenville Street
Toronto, ON M4Y 1A1

Garment Industry Initiatives Committee
c/o Economic Development Edmonton
9797 Jasper Avenue
Edmonton, AB T5J 1N7
Telephone: 403–424–7870
Fax: 403–426–0535

German Languages Publications Inc.
153 South Dean Street
Englewood, NJ 07631-3513
Telephone: 201–871–1010
Fax: 201–871–0870
- Periodicals published quarterly
- *Burda: A World of Fashion magazine*
- *Burda: Miss B magazine*

Ghee's
2620 Centenary Blvd
205, Building 3
Shreveport, LA 71104
Telephone: 318–226–1701 or
318–868–1154
- Books
- Booklets

Kaneka America Corporation
65 East 55th Street
New York, NY 10022
Telephone: 212–705–4340
Fax: 212–705–4350
- Fashion Forecast Publications

Learning Seed
330 Telser Road
Lake Zurich, IL 60047
- Videos

PJS Publications Inc.
News Plaza
P.O. Box 1790
Peoria, IL 61565
Telephone: 309–682–6626
Fax: 309–682–7394
- *SewNews: The Fashion Magazine for People Who Sew*

Palmer/Pletch
P.O. Box 12046
Portland, OR 97212–0046
- Books, videos

Power Sewing
95 – 5th Avenue
San Francisco, CA 94118
- Books

Singer
640 Dorchester Street
St. Jean-sur-Richelieu, .PQ J3B 5A4
Telephone: 514–359–2000
Fax: 514–348–4624
- Canadian Sewing and Needlecraft Association, Resource Directory, 1994-95

Style Communications Inc.
1448 Lawrence Ave. E., Ste. 302
Toronto, ON M4A 2V6
Telephone: 416–755–5199
Fax: 416–755–9123
- *Style: Canada's Fashion News*

That Patchwork Place Inc.
P.O. Box 118
Bothwell, WA 98041 0118
- Booklets

The Taunton Press
63 S Main Street
P.O. Box 5506
Newton, CT 06470–5506
- Periodicals, books and videos
- *Threads Magazine*

Vogue and Butterick "Sewing Today"
P.O. Box 4001, Station A
Toronto, ON M5W 1H9
- Books and videos

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DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc
MMC	Maxwell Macmillan Canada See LRDC *Buyers Guide* for Information	
STR	Swing Times Ruffles Ltd. 14828 – 48 Avenue Edmonton, AB T6H 5N2	403–438–6978 Fax: 403–433–3594

FASHION STUDIES

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Fashion Studies.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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- Strategies for Developing Student Learning Guides J.4

SAMPLE STUDENT LEARNING GUIDE TEMPLATE J.5

SAMPLE STUDENT LEARNING GUIDES

- FAS1050 Repair and Recycle J.11
- FAS2010 Fashion Dynamics J.17
- FAS2020 Fashion Illustration 1 .... J.23

BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is "successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

   This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement.*

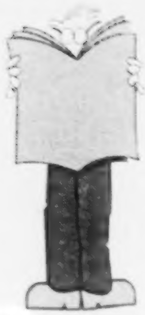
A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

CAREER &
TECHNOLOGY
STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

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WHEN SHOULD YOUR WORK BE DONE?

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

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ACTIVITIES/WORKSHEETS

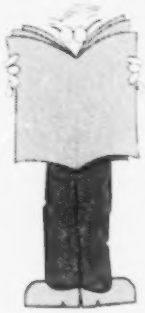
CAREER &
TECHNOLOGY
STUDIES

FASHION STUDIES

SAMPLE STUDENT LEARNING GUIDE

FAS1050 Repair & Recycle

WHY TAKE THIS MODULE?



- stretch your clothing dollar and extend your wardrobe
- update your wardrobe by using practical and creative ideas
- learn the importance of analyzing your clothing purchases carefully so that the quality of your purchase ensures longevity and ease of maintenance.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

Prerequisite: FAS1030: Ready, Set, Sew!

To work successfully in this module, you must also be able to:

- thread and safely operate a sewing machine and/or serger
- identify characteristics of fibres, yarns and fabrics
- demonstrate basic sewing and pressing techniques.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe garments in terms of fibre/fabric characteristics, quality, cost and maintenance criteria
- demonstrate basic repair procedures
- demonstrate recycling of a textile item
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, you percentage mark for the module will be determined as follows:	
• Research report and assignment	15
• Repair techniques	25
• Project	55
• Portfolio	5

WHICH RESOURCES MAY YOU USE?

- *Clothing: Fashion, Fabrics, Construction*
- *Fabrics, Facts and Finishes*, Alberta Agriculture booklet
- *Fundamentals of Men's Fashion Design: A Guide to Casual Clothing*
- *Reader's Digest: Complete Guide to Needlework*
- *Singer Sewing Reference Library*

ACTIVITIES/WORKSHEETS

1. You will be working in pairs or a group of three (YOU DECIDE). Each person will bring a garment that he or she or someone in the family no longer wears or hardly ever wears. Identify which could be recycled or redesigned or repaired and how to accomplish each task. This information will be expressed in poster form. Be sure to identify the article and state which of the following repair techniques and notions could be used to solve the problem and how (if it requires repair).

NOTIONS	TECHNIQUES
fray check	reinforce
fusible web	hand slipstitch
patch	zigzag on the sewing machine
appliqué	fuse
fabric glue	serge
buttons and other closures	paint or dye

Upon completion of your poster, place the poster under the correct title, your choice is:
Unwanted Clothes Find a New Beginning
Sick Clothes Are Healed

2. Repair eight garments. Identify the repair and what you did. This information will be written on a summary sheet.

3. Recycle a garment or an article. Provide a summary sheet.

4. Compile a "Recycled Clothing Directory" for your city or town and surrounding area.

5. Wardrobe Analysis: Choose 10 garments from your wardrobe and evaluate them using the following criteria:
   - seams matching the waistline and under the sleeve and any other place
   - matching of pattern or plaid at the seams
   - topstitching
   - zipper application
   - pocket location and application
   - seam stitch length and seam finishes
   - straight or grain problem
   - collar: does the under collar show, points of collar, roll or collar
   - buttonholes: loose threads, wide spaces between stitching, fraying, size and location
   - buttons: how well are they sewn, type of button, location of buttons
   - other fasteners, thread durability and placement
   - waistband and yoke: meets at center, bulge at yoke when wearing them
   - hem: stitching, durability and evenness
   - sleeve placket
   - casing and elastic
   - color/dye durability
   - fiber content and maintenance required.

   List each garment and write your evaluation after each is inspected.

6. Oral Presentation
Bring two garments from your wardrobe and explain how you could redesign, recycle or embellish them. You may also explain how poor quality purchases necessitate future repairs and recycling. Be prepared to explain exactly how to do the task. Estimate time and cost involved. This presentation may be video taped.

7. Portfolio Entry
Representation of a recycling project. The project will consist of:
   - a description of project that will be recycled
   - steps involved
   - resources used
   - visual representation of completed project.

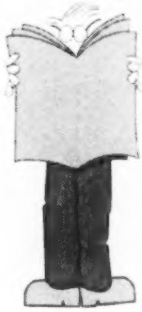
CAREER &
TECHNOLOGY
STUDIES

FASHION STUDIES

SAMPLE STUDENT LEARNING GUIDE

FAS2010 Fashion Dynamics

WHY TAKE THIS MODULE?



- Learn how to plan your wardrobe using elements and principles of design
- Update your existing wardrobe and learn fashion terms.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, to work successfully in this module you will need to demonstrate an interest and enthusiasm in fashion.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe the reasons for wearing clothing
- identify fashion terms
- describe the elements and principles of design and apply these to wardrobe planning
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, you percentage mark for the module will be determined as follows:	
• Written and Practical Work	40%
• Garments	40%
• Summary Sheets	10%
• Written Test	10%

WHICH RESOURCES MAY YOU USE?

- *Clothing: Fashion, Fabrics, Construction*
- *Fashion*
- *Fashion Merchandising*

ACTIVITIES/WORKSHEETS

1. Function of Clothing
   List five reasons why people wear clothing.
   List four factors influencing clothing choices.

2. Fashion Terminology
   Define each of the following terms as they relate to fashion:

• accessories	• fashion cycle
• apparel	• fashion trend
• capsule wardrobe	• pacesetter
• craze	• silhouette
• fad	• style
• fashion	• wardrobe

   Collect pictures of clothing illustrating five of the fashion terms. Trim pictures, mount and write a brief explanation for each.

3. Elements and Principles of Design
   Discuss each of the elements of design, using pictures to illustrate your explanation:
   - colour
   - line
   - texture.

   Describe line, colour and texture best suited to your body features.

   Discuss each of the principles of design using collected pictures to illustrate the explanation:

• balance	• proportion
• emphasis	• rhythm
• harmony	• scale

   Look through your wardrobe. Select four outfits you like to wear and explain how the elements and principles of design apply.

4. Personal Style and Image
   Describe and illustrate through pictures the various personal styles:

• avant garde	• dramatic
• causal	• old-fashioned
• classic	• sporty

   Determine your personal style through pictures and a written explanation.

5. Wardrobe Planning
List the characteristics of a well-planned wardrobe.

Look through your wardrobe and complete a personal wardrobe inventory.

After completing the Personal Wardrobe Inventory, list the clothing items you most often wear. Examine these garments carefully and decide why they are favourites. Is it the fabric, colour, style or fit? Describe what it is you like about your favourite garments.

List the clothes you seldom wear. Analyze the fabric, colour, style and fit of each. Describe why these clothes are not favoured.

6. Shopping Methods
Describe each of the shopping methods:
- boutique
- catalogue
- consignment outlet
- department store
- discount store
- factory outlet
- specialty store
- thriftshop

7. You and Your Wardrobe
Describe how your wardrobe might change:
- if you attend college or university
- if you are in the workplace
- if you are caring for a family.

Collect pictures of clothing that appeal to you. Trim and mount the pictures and explain what you like about each.

8. Update Your Wardrobe
- Repair hems, seams, zippers and tears. Sew on buttons.
- Alter garments that need to fit better.
- Embellish or update older favoured clothes.
- Remove from your closet the clothes you do not want. With your parents' approval, give these unwanted clothes to relatives, friends or the Salvation Army.

Hand in a garment you have repaired or customized. Summarize in writing the steps you followed.

Hand in a garment you have updated or embellished. Summarize in writing the steps you followed.

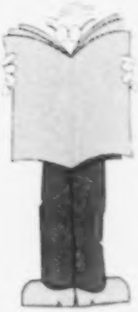
CAREER & TECHNOLOGY STUDIES

FASHION STUDIES

SAMPLE STUDENT LEARNING GUIDE

FAS2020 Fashion Illustration 1

WHY TAKE THIS MODULE?



Express your creativity—discover the exciting world of fashion illustration. In this module, you will:

- learn to draw correctly proportioned fashion figures
- develop fashion drawing skills
- express creativity through fashion illustration.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

Although no previous drawing experience is required for this module, your enthusiasm and willingness to learn will ensure success.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- sketch a technical croquis
- sketch rounded figures incorporating simple gestures
- identify garment styles and design detail
- demonstrate rendering techniques
- demonstrate sketching techniques to create fashion illustrations
- select and present a project from this module
- describe the personal or career relevance of the competencies developed within this module
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module.	
When you have done this, you percentage mark for the module will be determined as follows:	
• Assignments	80
– Technical croquis (10%)	
– Rounded figures (30%)	
– Reference file (10%)	
– Fashion illustrations (30%)	
• Test	10
• Portfolio	10

WHICH RESOURCES MAY YOU USE?

- *Fashion Sketchbook,* Bina Abling, 2nd Edition
- *Introduction to Fashion Illustrating,* Ann Stephenson
- *Drawing Fashion,* Bill Thames
- Teacher resources and files

ACTIVITIES/WORKSHEETS

1. Draw the fashion figure following the step-by-step demonstration.
2. Sketch and hand in (as outlined by the instructor), a technical figure using correct fashion proportions.
3. Sketch the rounded figure using correct fashion proportions. Incorporate simple gesture using arm and leg variations (bristol board will be provided).
4. Participate in the learning activities (class discussions, slides, worksheets) on Garment Styles and Design Details.
5. Select three garment styles and two design details from the list provided. For each style and design detail collect three illustrations. Display them neatly and attractively for your reference file.
6. Collect five fabric samples or pictures of fabric. Beside each sample, render the fabric, using colour, in a 5 cm square. The rendering should illustrate pattern and/or texture of the examples chosen.
7. Using your own rounded figure or a template provided by the instructor, sketch two fashion illustrations. Emphasis is on gesture and clothing design and detail. Include a thumbnail sketch of the rendered fabric. Use your reference file, classroom resources and your own imagination for ideas.
8. Research one career that requires illustrative techniques.
9. Complete and hand in Reflection Log.
10. Complete the written and practical test (Garment Styles and Design Details).
11. Hand in a portfolio of work

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Colleen Peake	Our Lady of Assumption School, Calgary
Christine Mather	Lacombe Composite High School
Judy Morgan	St. Paul Regional School
Donna Vowel	School System Representative
Wendy Yasinski	Ardrossan Junior/Senior High School

Field Review (1994–1995)

Dianne Arlidge	Ridgevalley School
Gail Dingle	Lord Beaverbrook High School, Calgary
Rosemary Englot	Holy Cross School, Calgary
Kirsti Greenshields	Hilltop High School, Whitecourt
Marlene Poon	Lester B. Pearson High School, Calgary
Barb Ritchie	John G. Diefenbaker High School, Calgary

Assessment Panel (1994–1995)

Doreen Hill	Lethbridge School District No. 51
Diane Madill	Salisbury Composite High School, Sherwood Park
Wilma Moar	Bishop Grandin High School, Calgary
Karen Nelson	Camrose Composite High School

Assessment Panel (1995–1996)

Doreen Hill	Lethbridge Collegiate Institute
Diane Madill	Salisbury Composite High School, Sherwood Park
Pamela Massel-Schiavon	St. Joseph Composite High School, Edmonton
Wilma Moar	Bishop Grandin High School, Calgary

Assessment Panel (1995–1996) (continued)

Judy Morgan	St. Paul Regional School
Karen Nelson	Camrose Composite High School
Leone Strukoff	William Aberhart High School, Calgary
Joan Udell	Harry Collinge High School, Hinton

Task Force II (1996–1997)

Doreen Hill	Lethbridge School District No. 51
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Wilma Moar	Bishop Grandin High School, Calgary
Judy Morgan	St. Paul High School
Karen Nelson	Camrose Composite High School

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